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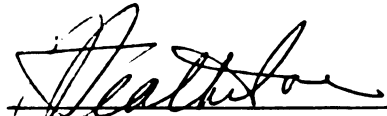
An Examination of the Orientations of Faculty Members
Toward the Role of the Collegiate Dean: An Exploratory
Study

presented by

Bruce Neil Weitzel

has been accepted towards fulfillment
of the requirements for

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AN EXAMINATION OF THE ORIENTATIONS OF FACULTY
MEMBERS TOWARD THE ROLE OF THE COLLEGIATE
DEAN: AN EXPLORATORY STUDY

By

Bruce Niel Weitzel

A DISSERTATION

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ABSTRACT

AN EXAMINATION OF THE ORIENTATIONS OF FACULTY MEMBERS TOWARD THE ROLE OF THE COLLEGIATE DEAN: AN EXPLORATORY STUDY

By

Bruce Niel Weitzel

Purpose

The purpose of this research study was to investigate the orientations of college faculty members toward the role of the collegiate dean. Secondarily, the study attempted to apply Talcott Parsons' "action system" paradigm to the description, analysis and comparison of faculty orientations toward the role of the dean.

The following questions served to guide this study:

1. What are the major elements of the dean's role upon which faculty members base their orientation toward the college deanship?
2. What are the differences in orientational patterns toward the role of the dean, as exhibited by the different groupings of faculty within the college?
3. What is the relationship between the selected characteristics of the faculty and their orientational patterns toward the role of the dean?

Methodology

This study utilized Q-methodology in determining faculty orientations toward the collegiate deanship. As such, thirty-six

faculty members of a large, mid-western, college of education rank-ordered fifty-six item-statements, concerning aspects of the role of the collegiate dean, from most to least important. The faculty Q-sorts were analyzed via a Q-analysis computer program and types of faculty orientations were identified and compared.

Summary of Findings

This study found that there was no singular or homogeneous faculty orientation toward the role of the collegiate dean. Rather, four distinctive patterns of orientation were identified and resulted in the projection of four ideal types of deanships:

1. The Integrative Dean: Internally, the integrative dean was seen as the developer of a stable, well-run and faculty-centered organization. Moreover, the type one dean was perceived as a major force in the development of an organizational climate marked by faculty trust and confidence in the purpose and organizational solidarity, as well as cooperative, democratic, and consensual governance processes.
2. The Purposive Dean: The type two dean was projected as a practical, realistic, and purposeful administrator who was primarily concerned with the goal-attainment functions of the dean's role.
3. The Adaptive-Intellectual Dean: The projected type three dean was described as a scholarly and intellectual leader capable of academically motivating and challenging the faculty.
3. The Internal Dean: Type four projections of the deanship produced a dean concerned with creating a strong and stable internal organization, true to its academic traditions and dedicated to academic excellence.

The study found no significant relationship between any of the selected faculty professional characteristics and the four patterns of faculty orientation toward the role of the dean.

Overall, the college faculty perceived the dean's ideal role as chiefly concerned with the internal, integrative, and faculty-oriented aspects of the college's administration and processes.

Dedicated to
Audrey, Ryan and Nicole

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There can be little doubt that a doctoral dissertation and the graduate program from which it stems are of no greater caliber than the quality of the individuals who provide the foundational support for such efforts. I feel most fortunate in having had the support, fellowship and immense expertise of a cadre of individuals of the highest personal and academic caliber. Most know of their significance to me personally and professionally and that my appreciation and concern for them go well beyond the bounds of the following few lines, but for the sake of tradition and pattern maintenance, let me formally acknowledge and thank the following friends and conspirators:

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CHAPTER I

INTRODUCTION

In his analysis of the nature of teaching within elementary and secondary schools, Willard Waller (1965) makes the following statement: "The school is a unity of interacting personalities. The personalities of all who meet in the school are bound together in an organic relation The school is a social organism" (p. 6).

Colleges, like Waller's depiction of schools, are interactive networks of social beings. Thus, they too are social systems formed by the patterned interactions of individuals fulfilling particular functional roles within the college's organized effort to offer its clientele instruction, research, and service.

Structurally, the college as a system of interacting roles, can be considered an organizational sub-unit within the larger university setting. Nonetheless, each college, and especially those professional schools and colleges having direct ties to an organized field of practicing professionals within the larger society, can be seen to form structural organizations which are forced to adapt to societal as well as university demands and change, integrate and organize their faculty into productive units, maintain common avenues of interaction and traditional bases of understanding and communication within the specific professional field, and develop and attempt to achieve specific missions and goals.

Further, the college as a structured social organization is not only a purposive and goal-directed unit, but also a "consciously planned, deliberately structured" (Etzioni, 1964, p. 3) unit whose organizational roles are assigned to its membership, via "divisions of labor, power, and communication responsibilities, divisions which are not random or traditionally patterned, but deliberately planned to enhance the realization of specific goals" (p. 3).

Hence, colleges as organizations can be considered "social units (or human groupings) deliberately constructed and reconstructed to seek specific goals" (Etzioni, 1964, p. 3). Or, in the words of Talcott Parsons, a college as an organizational unit may be "defined as a social system oriented to the attainment of a relatively specific type of goal, which contributes to a major function of a more comprehensive system, usually the society" (1956, p. 63).

Men in the Middle

Within the social and organizational contexts of the university, deans of particular colleges have been primarily viewed as middle-managers. "Most deans in charge of individual faculties and schools are now middle managers, and quite a few seem to really function as lower-level managers and junior executives" (Richman and Farmer, 1974, p. 245). Moreover, in the popular phrase surrounding the literature of the deanship, deans are known as the "men in the middle" (Wicke, 1963; Meeth, 1971; Richman and Farmer, 1974). As such, deans are ensconced within the university's bureaucratic structure, or hierarchy of authority, just beneath the central administrators of the university,

i.e., the president's, vice-presidents', and provost's offices, and above the departmentalized administrators and technical core of the college, the faculty.

This hierarchical "line" placement within the university's hierarchy of control, positions the office of the dean at the top of the authority structure for the college, i.e., making the dean the chief administrative officer of the college, but at the middle management level of a division or unit manager within the total university administrative order. Thus, deans face inward, or downward, in their role as the administrative head of the college, and, correspondingly, they represent the college as they face outward, or upward, toward the rest of the university and the society beyond. As Scott has stated, the dean occupies a multi-dimensional position merely by his/her placement within the university's organizational structure and hierarchy of control.

. . . it is important to understand the full dimensions of the dean's role and his relations with his faculty, which sees him as colleague, symbol, and protector; with the university's central administration, which provides his resources and expects accountability; and with staff, which provides him with both information and a management structure. In a complex university, the dean is the major link between the stratified collegiate structure of his college, in which his staff comprises only a small bureaucracy, and the primarily bureaucratic structure of the central administration . . . (1978, p. 2).

College deans find themselves organizationally positioned at the boundaries of their collegiate organizations and, as such, their role as an academic administrator is inextricably involved with the internal affairs of the college as well as the external forces, issues, and diverse groups which may affect the college. Succinctly, deans

are by the very placement of their organizational office, "men in the middle" of various and often divergent role expectations.

However, collegiate deans are not merely academic administrators caught between the pressures, issues, and expectations of the university and the college. They are, likewise, positioned between the diverse and often conflicting expectations that reside solely within the college itself, amongst the faculty, departments, and administrative staff--or more precisely, within the "constellations of roles or role-expectations" (Parsons, 1951, p. 95) which make up the college social system. Moreover, because the dean does act, regardless of his/her position within the total campus' hierarchy of control, as the "chief executive of a large operation" (Scott, 1978, p. 1), the dean has to be involved with the basic operations of a complex academic organization. Thus, deans occupy a central role position within an organized collegiate social system and, as such, are the targets of various and often conflictive patterns of role expectations on the part of the members and groups within the college.

As Eble (1978) maintains, the intra-college ambiguity and conflict which surround the role of the dean, stem largely from the fact that the dean is viewed as either the servant of the faculty, its master, or both by the membership of the college. Indeed, as Meeth (1971) points out in describing the dean, "in the simplest vernacular he is the man with two hats but hopefully not two heads. The dean must balance necessary faculty authority and desirable administrative efficiency (p. 45).

To the members of the college, the dean may be described as having not only two heads but several faces, as traditionally the dean has been called a "prophet, prime mover, keeper of the status quo, skull collector, servant of the faculty, trailblazer, weather vane, builder, housekeeper, maverick, and lackey" (Gould, 1964, p. 7). Further, as Eble states in his discussion of academic leadership and administrative service to the college: "Leaders who truly serve will neither abuse the exercising of authority nor avoid it. Finding a course between these extremes, and between the views held by many faculty that only these extremes are possible, is not easy" (1978, p. 116).

Indeed, finding an administrative role acceptable to all or even the majority of faculty members within the college--given the range of individual and professional orientations possible within that membership--is a serious and foundational problem for every dean, regardless of the specific nature, size and type of college a dean may inhabit and administer.

Previous studies concerned with defining the role of the collegiate dean have relied almost solely upon the use of survey technique applied to a sample consisting of all types of collegiate deans, and representing all sizes and orientations of schools and colleges. This amalgamating approach to the study of the deanship, especially to the basic duties and functions of the dean's organizational role, have usually resulted in the creation of a role typology of the most general and empirical kind. Hence, the dean is universally depicted in terms characteristic of the particular duties of the

office, e.g., supervisor, recruiter, change agent, coordinator, planner, etc. These listings of functional and/or personal characteristics have little or no theoretical underpinnings and offer little in the way of a systematic view of the dean's role.

Secondly, since these previous studies have focused upon all types of college deans--liberal arts, science, professional, etc.--the underlying assumption has been that all colleges are alike in their needs, size, structure, functions, and growth patterns. It follows, therefore, that a "dean in the middle," as described by these prior studies, could be a dean in the midst of any number of different types and/or sizes of colleges.

The Contracting College

In the past few years, the expansion in undergraduate and graduate student enrollments in colleges of education that had existed for nearly twenty-five years has come to a predicted halt; colleges of education are now on the decline in size and enrollment. Deans within these now contracting organizations have suddenly been confronted by a new set of problems, issues, forces, and duties; deans of colleges of education have become even less typical of all deans across all institutions of higher education than they were a decade ago. More precisely, the role of college of education dean has changed from what it was at the beginning of the 1970s, and the underlying faculty expectations for and orientations toward the role of the dean have likewise changed. Deans of colleges of education are in the midst of different organizations--and, therefore, social

systems--from the ones they have previously been employed to administer. As such, they are the incumbents of an administrative position and role not shared by all other deans across their respective campuses--deans whose colleges are yet expanding or maintaining a steady rate of enrollment and growth.

Purposes of the Study

The primary purpose of this research project is to examine the role of the dean of a college of education as perceived by the faculty within the college. Secondly, the study will attempt to apply Talcott Parsons' theoretical conceptualization of "action systems" in describing, analyzing, and comparing the various faculty orientations toward the dean's role within a collegiate organization.

Need for the Study

By the mid-1970's, the North American university was confronted with new problems. Declining student enrollments, shrinking funds for research, reduced operating budgets, and cynicism with regard to its products provided the ingredients for what March (1974) has called a "period of neglect" or decline. University organization has just begun to reflect the impact of these trends. Little is known about the impact on governance and decision making as yet.

Even less is known about the role of academic administrators and about the effects of current issues and strains on that role (Ryan, 1977, p. 1).

Ryan's statement above, outlines in detail the situation currently confronting colleges of education and their chief administrators, i.e., deans, as they struggle with the problems of "decline." This lack of information and research concerning the dean's role in such contracting organizations has created a significant gap in our knowledge-base on academic administration. This void in the research

connected with academic administration is, further, accentuated by the fact that there has been little theoretical research on the specific aspects of the dean's role at any time during the past decade. In fact, when Peterson (1974) reviewed over 500 reports on colleges and universities presented within the previous ten years, he concluded that

the role activities, attitudes, and values of crucial officers in universities and colleges have not been well researched. . . . Very few studies have examined the causes and consequences of congruent and/or conflicting role expectations, and complex models of role behavior which utilize empirical data and multivariate analysis techniques have not been attempted. Studies of academic administrators . . . have made little use of conceptual variables or theoretical models (Ryan, 1977, p. 2).

This current deficit in knowledge concerning the role of the dean is emphasized also by Cyphert and Zimpher:

. . . both the university president and the university professoriate have been the object of numerous studies. However, university "middle management," the deanship, represents a void in our data base, even though its cruciality is increasingly recognized (1977, p. 2).

The role of the dean, especially within colleges of education, is not only poorly documented, but what little research there is on the topic lacks a theoretical frame of reference from which to explain the role and the orientations toward it in a more complete and systematic fashion. Moreover, for the dean within a college of education in the 1980s, the need for a conceptual framework from which to view and better understand the expectations and orientations of the college faculty toward the functions and role of the deanship, is fast becoming a critical requirement of the office. Perhaps Eble

(1978) said it best in his assessment of the dean's need for knowledge concerning faculty expectations and value orientation when he said ". . . he must understand the values and expectations of his followers. Unless he does he will be unable to win their consent. Without consent, he cannot lead" (p. 125).

Significance of the Study

The significance of this study is encompassed within the following four statements: First, the study addresses a research need as recognized within the literature associated with college administration and the collegiate deanship. Second, the study will attempt to apply a powerful set of theoretical concepts in order to systematically delineate and analyze an administrative role within an educational organization. Third, by the successful application of these theoretical concepts, the study will provide foundational data for the selected college's administrators and faculty members, relative to the orientation and perspectives of the faculty toward the role of the dean. Last, such basic data could be of significant importance to incoming and incumbent faculty members and administrators within the focal college, as they examine and prepare for their future functioning and interacting with the college's organized social system.

Exploratory Questions

The following exploratory questions served to guide this study:

1. What are the major elements of the dean's role upon which faculty members base their orientation toward the college deanship?
2. What are the differences in orientational patterns toward the role of the dean, as exhibited by the different groupings of faculty within the college?
3. What is the relationship between the selected characteristics of the faculty and their orientational patterns toward the role of the dean?

Limitations

1. This study was concerned solely with the orientations of the faculty toward the role of the dean within one mid-western college of education. Therefore, while the findings of the study may have some meaning for the specific college involved, the generalization of the findings to other schools and colleges of education should be attempted with the greatest caution.

2. The faculty involved in the study included only those individuals housed in or closely tied to the college itself. Members of the separately housed health and physical education department were not included in the study.

3. The study did not purport to establish or evaluate faculty orientations according to an ideal role of the dean of a college of education.

4. Because the nature of this study was exploratory, its general purpose was the generation of questions, theoretical structures and approaches, and profitable areas for further study.

Overview of the Dissertation

In Chapter II the literature is reviewed in relation to the historical development of and contemporary definitions assigned to the role of the dean. In Chapter III the Q-methodology and techniques employed in this study are explained. Chapter IV contains the listings and clusters of items, as sorted by members of the faculty. These data are analyzed both collectively and typologically. The interpretation, conclusion, and recommendations of the study are presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature has two general objectives: (1) to survey the research and publications concerned with the role of the academic and collegiate dean; and (2) to present a general overview of Talcott Parsons' theoretical conceptualization of action systems, which has served as the guiding and conceptual framework for this study of the collegiate deanship.

Introduction

Since the creation of the modern American deanship by President Eliot of Harvard in 1870, there have been several major studies and analyses of the role and functions of the deanship in American colleges and universities. Nonetheless, as a preface to this review of the literature concerned with the role of the dean, two points should be noted: (1) The definition of the "deanship" has not been a consistent or well defined one. Almost all of the major studies concerned with the deanship have focused upon what has traditionally been referred to as the "academic deanship," a term which has encompassed a host of administrative positions in a variety of institutions of various sizes and orientations. (2) The literature surrounding the role of the dean is basically of two types: there are primarily large survey studies of deans at a variety of

institutions; and there are articles and chapters of administrative texts which have been generated from either personal reminiscences or through a prolonged association with campus administration.

Whatever the limitations imposed by these two aspects of the literature, the literature does provide an historical review of the major changes within the dean's role as documented and noted over the past 110 years. The review of such functional changes in the role of the dean further provides for a basis from which to analyze the role of a contemporary collegiate dean.

The Role of the Dean

As noted, the initial statement of the modern, American, dean's role and functions was presented in 1870 by President Eliot of Harvard:

It is his duty to preside at the meetings of the faculty in the absence of the president; to administer the discipline of the college; to take charge of all petitions from undergraduates to the faculty; and to keep records of admission and matriculation; to furnish such lists of students as may be required by the faculty or the several teachers; to prepare all scales of scholarship, and to preserve the records of conduct and attendance; to submit each year to the faculty lists of persons to be recommended for scholarships and beneficiary aid, and likewise a list of those who appear, from the returns made to his office, to have complied with all the regular conditions for the degree of Bachelor of Arts; and in general to superintend clerical and administrative business of the college (p. 12).

In this primal definition of the American deanship, it is easy to identify the initially strong emphasis placed upon the clerical nature of the functions assigned by Eliot to the position. For Harvard, in the 1870s, the deanship was concerned primarily with the internal activities of the college and in assisting the president.

The deanship's early functional emphases, therefore, concerned assisting the president in two primary areas of academic responsibility--the clerical and the student body.

However, by 1908 the deanship at Harvard, as well as other colleges, had changed significantly. In his book, University Administration, Eliot describes the functions of the academic dean--one of several deans now in place within the college:

At the head of each department a dean is ordinarily placed, who is its chief administrative officer. In most cases he is also a professor and an active teacher, who gives part of his time to administrative work . . . (p. 241).

Further, Eliot describes the academic dean's primary functions and responsibilities in relationship to his particular school:

He is the chief advisor of the president concerning the instruction given in his school, and is responsible for the preparation and orderly conduct of its faculty business and for the discipline of its students (p. 242).

At this stage in its development, the deanship of the early 1900s had broadened its range of functional concerns. The dean had become more academic, as he concerned himself with the instructional aspects of his school, as well as retaining his responsibility for student behavior and routine administrative duties.

By the early 1930s, the studies of Reeves and Russell (1929) and that of Clyde A. Milner (1936) began to reveal that the role of the dean had continued to expand, to include greater involvement in the academic areas of faculty and personnel affairs, as well as further concern for curricular matters. Reeves and Russell produced an all encompassing list of functions which illustrated this

increase in the dean's area of administrative concern. The dean, for Reeves and Russell, would provide:

1. The direction of the educational activities of the college.
2. Service as chief adviser to the president in matters pertaining to the policies of the college.
3. The formulation of policies and the presentation of them to the faculty or to the president for consideration.
4. Directing the attention of the faculty to changing educational thought and practice, with particular reference to present trends in higher education.
5. The transmission to the president of the budget recommendations of the college; the details of the budget are to be worked out in conference between the dean and the heads of departments.
6. Making reports relating to the work of the college.
7. The supervision of curricula, courses, and methods of instruction.
8. The supervision of the progress and the academic welfare of students.
9. The classification and assignment of students to classes.
10. The keeping in touch with the disciplinary problems of the college.
11. Service as a member of the administrative council.
12. Representing the college at meetings of educational associations.
13. In cooperation with the departments concerned, nominating members of the teaching staff (1929, pp. 73-74).

In their survey of sixteen church colleges, Reeves and Russell had noted three significant points concerning the deanship. First, they observed that "the academic administration of colleges and universities centers largely in the offices of deans and registrars" (1929, p. 70). At the time of Reeves and Russell's study the position of registrar had only recently evolved from a clerical post within the dean's office which was often filled by the same person who acted as the dean. Hence, the deanship had become the chief administrative post in charge of the academic affairs of the campus.

Second, Reeves and Russell noted that the deanship appeared "to be still in the stage of evolution in a majority of colleges and universities" (p. 70). Therefore, they pointed out that no one, clear definition could serve to define the role of the dean across all institutions of higher education, and that even in 1929 there was evidence to the effect that the role of the dean would be essentially determined by the specific nature of the institution in which he served.

The writers are not prepared to suggest any hard and fast rules with respect to the allocation of the functions of academic administration that will be applicable to all institutions of whatever size. The size of an institution must be given consideration in dealing with the allocation of administrative functions. Also, the type of college, its control, location, traditions, and needs, as well as its peculiarities of personnel, must all be taken in consideration (pp. 71-72).

From the study of Reeves and Russell, it is apparent that by the 1930s the institutions of higher education had grown in size and complexity, and that the dean's role, likewise, had become more expansive and diversified.

Seven years after Reeves and Russell had published their findings, Milner conducted his own study of 100 small colleges, the results of which he published in his book, The Dean of the Small College. Milner reinforced the general findings of Reeves and Russell in concluding that the dean's duties, within small colleges, were also expanding to include new areas of responsibility.

Identifying sixty functions assigned to deans of small colleges, Milner listed the following thirteen as those most often reported as areas of frequent involvement by the deans in his study:

1. To interview students on all academic matters.
2. To advise failing students.
3. To correspond with parents on all matters of student welfare.
4. To give counsel on all academic problems.
5. To grant permission for changes in courses of study.
6. To supervise the college curriculum.
7. To give general advice on all college policies.
8. To help estimate the teaching ability of faculty members.
9. To make annual reports on the academic work of the college.
10. To estimate the constructive influence of the faculty members on campus life.
11. To recommend all changes in curriculum.
12. With heads of departments to make all changes in courses.
13. To improve instruction (1936, pp. 96-97).

Here again, as in Reeves and Russell's study, the dean was seen as being increasingly involved in faculty and curricular affairs within the college.

In one of the first major reviews of the deanship after World War II, Earl J. McGrath in his article entitled, "The Office of the Academic Dean," noted the impact of the rapidly changing conditions within colleges and universities on the role of the dean. McGrath subsumed the functions of the post-war deanship into three fundamental categories, suggesting for the first time a less student-oriented role for the dean.

McGrath felt that, first and foremost, the dean should be an intellectual leader and scholar. In the following passage, McGrath states the major problem he detected in the coming of the modern, managerial deanship:

More than any other administrative officer, the dean, until very recently, could be considered primus inter pares. Now, however, even in the smaller liberal arts colleges, this officer is rapidly ceasing to be an intellectual leader. More and more he is devoting his time and energy to

managerial duties, public relations activities, and the minutiae of routine administration (1947, p. 41).

From the perspective of McGrath, not only should the dean be an intellectual leader and scholar, but he should, likewise, be knowledgeable of educational processes and theory. McGrath felt strongly that:

He who would come to grips with educational problems cannot be ignorant of such classics as Plato's Republic, Quintilian's Institutes of Oratory, Milton's essay On Education, Rousseau's Emile, Rashdall's The Universities of Europe in the Middle Ages, John Stuart Mill's Inaugural Address, as well as the writings of leading educational thinkers today such as John Dewey, Ortega y Gasset, Robert Maynard Hutchins, Howard Mumford Jones, Sidney Hook (p. 45).

Further, as McGrath believed, the dean must attempt to impart his scholarly interests and broad understanding of the ends and means of the educational process to his faculty.

The second responsibility which McGrath envisioned as an essential function of the dean was the selecting of qualified faculty members. As Gerald Dupont states in his re-emphasis of McGrath's position on this point:

The quality of the program will follow the quality of the men selected to put it in operation and the quality of the dean's leadership. Intellectual competence, interest in the improvement of education, recognition of the crucial mission of higher education today can be instilled at least to a certain measure in even the dullest of faculty members by a patient and persistent dean. But, where possible, these qualities should be sought in the selection of new faculty members (1968, p. 21).

For McGrath, the dean's third most important function was the preparation of the college budget. McGrath noted that the basis of a dean's control over the college was his control of its

expenditures; or to quote McGrath, the dean "cannot delegate budgetary responsibility and expect to retain his educational leadership" (1947, p. 46).

In comparison to the previous two decades, the number of articles and studies concerning the deanship increased substantially during the 1960s. John J. Corson, in his book, Governance of Colleges and Universities (1960), set forth one of the first attempts of that period to define the role of the dean. Corson stated that he was interested in specifically defining the role of three types of academic deans: "(1) of the colleges of arts and sciences; (2) of the professional schools and colleges; and (3) of the graduate, evening, and extension divisions" (p. 74).

In describing the role of the deans of professional schools, Corson states that their role is simpler, in one sense, from that of other collegiate deans, because of the "greater unity of purpose" (p. 80) and because of a common disciplinary background shared by the faculty and staff of their colleges. Corson also cites that "professional deans can make (or at the least participate in) decisions affecting most of their disciplines with far greater insights than their liberal arts counterparts" (p. 80). Further, Corson states that this disciplinary unity "contributes to the relatively close-knit relationship that enables the dean to exercise a greater leadership in educational programming, faculty selection, and budgeting (p. 80).

However, for Corson, the professional dean's role is complicated by the "variety of demands which arise from outside commitments"

(p. 80). Specifically, Corson lists these external demands upon the dean's time as (1) consulting, (2) fund raising, (3) contacts with employers involving student placement, and (4) contacts with professional groups and organizations.

This concern for outside involvements, as Corson points out, is less of a consideration for liberal arts and other non-professional school deans. Hence, because most descriptions of the deanship until this time had primarily been concerned with these latter types of deans, Corson's inclusion of this externally-oriented aspect of the dean's role marks its first actual appearance in the literature surrounding the deanship.

Closely following Corson's description of the dean's role, Myron F. Wicke and David G. Mobberley published a small tract entitled, The Deanship of the Liberal Arts College (1962). In it they expand upon five major areas of responsibility of the academic dean, to offer more than thirty specific duties of the deanship within liberal arts colleges. Their five basic categories of responsibility are as follows: "(1) objectives and campus tone, (2) personnel, (3) curriculum, (4) student welfare, and (5) institutional research" (p. 32).

In their book, and in a separate article written by Wicke (1963), Wicke and Mobberley point out that the dean's primary problems are those of a "middle manager." Wicke, particularly, goes on to cite the fact that the dean is the pivotal administrator within the university of campus organization. To quote Wicke:

This 'man in the middle' terminology has positive as well as negative connotations. Positively, the phrase represents precisely the dean's function--to be a potentially creative link between faculty and administration. Negatively, the term suggests a person who is a member of the 'out' group so far as the faculty is concerned--since he has 'joined' the administration--and equally of the 'out' group to the president if he identifies himself too closely with the faculty. John Erskine's figure may be paraphrased to make the point. A college dean, said Erskine, is like a small boy walking a high picket fence, thrilled but in constant danger of being impaled. Nevertheless, once the dean moves out of the middle position, he is no longer useful. Deans are men in the middle by definition (p. 58).

As mentioned previously, the phrase, "man in the middle," reappears consistently throughout the literature of the deanship from this point on, marking a current awareness of the complexity and role-conflictive nature of the contemporary deanship.

Of the major modern studies of the American deanship, the most cited and referred to is that of John W. Gould's, the results of which he published in his book, the Academic Deanship (1964). Gould, in his study, however, did not include deans of colleges of education or of other professional school. Nonetheless, what Gould did find from his survey of 268 academic deans of non-professional schools and colleges was that the selected deans spent the greatest amount of their time and effort on faculty concerns. Specifically, Gould ranked his findings according to which responsibilities were the "most demanding of the dean's time and skill," as reported by the deans (1968, p. 42). Gould's findings are listed below, with each responsibility ranked in order of descending importance to the academic deans.

1. Faculty relations and morale
2. Recruitment of faculty
3. Curriculum work
4. Budget work, promotions, evaluation of personnel
5. Committee work
6. Routine administrative duties: correspondence, scheduling, catalog, reports, questionnaires
7. Student counseling
8. Work with other administrators, advising the president, relations with other colleges in the university
9. Work with department heads
10. Policy making, planning, goal setting, institutional studies, study of other institutions
11. Public relations, alumni relations, speaking engagements, professional association meetings, college functions
12. Admissions problems, registration problems, foreign students
13. Seeing parents, students
14. Enforcing regulations, discipline (1964, p. 27).

In the 1970s, contributions to the literature on the deanship continued to focus upon the dean's relationship to the faculty and upon his abilities to help the college adapt to externally generated issues and forces. Meeth, in his 1971 statement on the deanship and its role in relationship to the faculty, listed four types of deans: the autocrat, the servant of the faculty, the academic leader, and the change agent (pp. 46-47). For Meeth, the change-agent dean was the most appropriate role, as it allowed the dean to move beyond being either an assistant to the president of the university or a total servant of the faculty. From Meeth's perspective, the dean should

. . . play a catalytic role in achieving harmony within the faculty and the administration and at the same time . . . exercise some direction over the movement of the institution toward specific and clear-cut goals devised through long range planning.

Hence, Meeth believed that "The change agent role is a combination of the best of the faculty servant and the academic leader roles."

Meeth's emphases upon the dean's ability to create a stable and harmonious college climate and to lead the college toward becoming more externally attuned to the forces and issues beyond its control were reiterated by Richman and Farmer in their critique of the dean as an academic middle manager. Richman and Farmer suggested that to be the change agent Meeth had described, the dean would, first, have to have the respect and confidence of the faculty:

If the new dean is not viewed by his faculty as a scholar or academic, then--regardless of how big or prestigious his previous job was--he could run into serious problems on academic matters. If he tries to impose new goals and priorities on the faculty or tries to make major changes involving academic matters--such as programs, curriculum, courses, and academic personnel evaluation--without adequate consultation and effective salesmanship and leadership, there may well be a huge outcry from the faculty (1974, p. 251).

However, Richman and Farmer place the need to externally relate to groups outside the organization and to attain funds for the college as the primary responsibility and functions of the dean, followed closely by "budgets, personnel decisions, general administration, and academic programs" (p. 253).

Richman and Farmer also emphasize the anticipatory functions and abilities of the dean in dealing with what Cyphert and Zimpher (1978) term "the management of decline" in institutions of higher education. Specifically, Richman and Farmer state:

The truly effective dean will anticipate . . . cutbacks through some meaningful contingency planning, if there is a significant chance that they will arise in the foreseeable future. He will let the faculty know adequately in advance that there may have to be cuts, and then he will establish priorities for cutbacks, should they be needed, in a calm atmosphere rather than in a crisis setting (1974, p. 255).

Overall, the dean as a middle manager needs to be alert to the functionings of the college's and university's particular informational systems, political and governance system, social system, and most importantly, from Richman and Farmer's perspective, be aware of the environmental constraints and contingencies that have the potential to affect the college.

In a series of recent contributions to the literature, authors have made mention of the dean's increasing role in collective bargaining (Cyphert and Zimpher, 1978); the dean's need to anticipate future trends and to be a "futurist (Buchen, 1974); and in a follow-up study to Gould's 1961 survey, Meisel (1979) reported that, of current deans

. . . more than one-third no longer teach, more than one-half have discontinued research in their field with about one-third publishing in their field. They admit that managerial and administrative duties demand the largest percentage of their time and personnel matters the dean's greatest skill. They complain of too little time for informal talks with colleagues or students, visits to other colleges or visits to faculty members in their offices, reading or reflecting on the job (1979, p. 4919A).

Meisel further catalogued the current set of constraints impinging upon the role of the dean as

economic reversal and budgetary restraints, the need to reduce course proliferation, the stress on accountability, the requirements of affirmative action, the decline in enrollment, the pressures to decentralize autonomy, over-expansion, student activism and collective bargaining (p. 4920A).

As Ryan (1977, 1978) has observed, the dean's role has increasingly become a role-conflictive position. Eble, likewise, in his recent book, The Art of Administration (1978), lists the

following duties and responsibilities as the basis for successful college administration in the coming decade:

1. Choosing the right priorities.
2. Identifying one's own strengths and weaknesses, inclinations, and aversions.
3. Developing skill and care in dealing with people.
4. Choosing faculty.
5. Delegating authority.
6. Getting the work done.
7. Getting and using and communicating information.
8. Supporting and motivating oneself and others.
9. Planning and involving others in planning.
10. Maintaining a philosophical center.
11. Keeping the doors open.
12. Taking risks.
13. Making decisions (pp. 71-72).

Eble suggests that these general duties and responsibilities of college administrators, such as collegiate deans, are of such diversity that their successful handling requires an "artist"; someone capable of intuitively balancing and integrating his/her own skills with those demands and needs of the college. Specifically, Eble states that

As administration is an art, it draws upon everything one encounters, everything one is, in arriving at praiseworthy achievements But one can also become deranged in pursuit of an art--the artist gone mad because his conceptions ever run beyond his skills. Administrators must guard against the derangements that come slowly from years of having people not behaving as they should, of finding institutions even worse than they were envisioned (pp. 78-79).

The "artistic" dean of a contemporary college, according to Eble, works not so much in the clerical, curricular, or scholarly elements of the position, but, rather, the dean's primary medium is the faculty. For Eble, collegiate administration in the 1980s will require a sensitive, creative, and motivating "artist" in the dean's

chair. In defining his conception of the current college administrator as an artist, Eble states:

If calling administration an art exalts the activity more than it deserves, it does so for good cause. Surely the complexities and subtleties of working with people, the skill and sensitivity necessary to doing it well, and the fulfillment of one's vision largely through other people deserve to be regarded as an art (p. vii).

Recent Studies on the Role of the Dean

In 1963, T. R. McConnell stated that the studies concerned with academic administration were so few in number that he felt warranted in stating that "the field has not been touched" (p. 113). Since McConnell made that statement, a variety of studies on the role of the dean in American colleges and universities have been published.

In 1963, a study of sixty-seven graduate professional school deans, by Edward E. DiBella, found that the deans surveyed, perceived their role primarily as administrative in nature. As such, their chief responsibilities were reported as budget preparation and public relations activities.

In 1970, a study of role expectations and perceptions of academic deans in private liberal arts colleges was conducted by Sister Elizabeth Ann Schneider. Surveying the expectations and perceptions of presidents, deans, and department chairpersons of colleges and universities within forty-seven colleges in the North Central Association, she found that the academic dean was considered and expected to be, above all else, "an academic leader."

Alphonse Rene Lewis, in 1973, studied the role of American medical school deans. Lewis found that medical school deans felt their primary administrative responsibilities fell within the general areas of faculty relations, the preparation of the college budget, fund raising, and relating to external governmental and private foundational groups.

In 1973, Melvin Douglas Call examined the role-expectations, leader behavior and leadership ideology of thirteen academic deans in public and private four-year colleges in West Virginia. Surveying the academic deans, their presidents, division and department chairpersons, Call reported that the chief responsibilities of the academic dean were perceived as being (1) curricular matters, and (2) faculty recruitment and selection.

Peterson, in a 1974 review of these and other studies concerning various aspects of the academic deanship, states:

Yet this role, which has existed since the turn of the century and which is now being redefined by forces of supply and demand, by calls for academic accountability, and by collective bargaining, is the subject of only very limited and descriptive research (p. 326).

In assessing the findings of these prior studies he further states:

Although no common instruments are used and differences in constituencies' perceptions occur, there is a general consensus of the obvious: The chief academic officer is primarily responsible for faculty staffing, faculty growth and development, and supervision of the educational program, and either is or should be the second most important officer in the institution (p. 326).

Peterson ends his review of the research on the deanship and academic administration in general by noting:

. . . complex models of role behavior which utilize empirical data and multivariate analysis techniques are untried. . . . the study of administrators has made little use of conceptual variables or theoretical social-psychological role models Further, no study of an administrator was identified that attempted to use any personality dimensions:

. . . In general the research reflects little development or testing of theoretical models and only limited applications of diverse concepts borrowed from other academic perspectives (p. 327).

Since Peterson's review of the research on academic administration and, specifically, the academic deanship, several studies concerning the dean's role have been published. In 1977, Swaran Aatish examined the role of deans and department chairpersons in graduate education at Michigan State University. Of the four deans surveyed, Aatish found that the principal assets of the dean's role were (1) academic leadership, and (2) experience and knowledge. The chief limitations of the dean's role were the lack of time for scholarship and for cooperative planning.

In a 1977 comparative study of role prescriptions, perceptions, and performances of provosts, deans, and department chairpersons, Steven Glenn Olswang surveyed 417 academic administrators and found that each of the groups of administrators had different perceptions of every other administrative group's communication procedures and abilities, and of their areas of influence and effectiveness. Each group, correspondingly, ranked themselves highest in both of these functional areas.

Sharon Clare Smith, in a 1978 examination of the administrative knowledge of collegiate deans as perceived by the faculty

found that the faculty did consider expertise as the basis of the dean's power within the college. The faculty members surveyed perceived their deans to have exceptionally high expertise in the areas of finance and budgetary concerns, and in matters relating to the overall university campus. In nearly all cases, deans rated themselves more expert than did the faculty respondents.

In 1978, Paula Michelle Rooney investigated faculty perceptions of the influence of school of education deans on faculty and school activities, in forty-two separate institutions. Rooney found that the greater the dean's tenure, the less his/her influence level over the school and faculty. New deans were reported to be perceived as being more influential, particularly in the areas of fund raising and in affecting changes within the school.

Janice Baker Corzine, in 1978, examined the social power base of six liberal arts college deans as perceived by cosmopolitan and local faculty members. Using Gouldner's cosmopolitan-local typology and French and Raven's social power theory as the conceptual bases for the study, Corzine found that more local and local-cosmopolitan faculty members rated the dean's legitimate, reward, and coercive power as the primary bases for effecting faculty compliance, than did cosmopolitan and indifferent faculty types.

Conceptual Framework

In an attempt to identify and analyze the role of the collegiate dean, as perceived by the faculty members of a large mid-western college of education, this study has relied upon Talcott

Parsons' theoretical conceptualization of action systems. Using Parsons' action system model, the role of the dean was divided into four primary, functional categories: (1) pattern maintenance; (2) integration; (3) goal-attainment; and (4) adaptation. Further, each of these primary categories was sub-divided, according to Parsons' action system model, into instrumental and consummatory dimensions of the role of the dean. Thus, each of the four functional categories was quartered according to (1) the instrumental--personal and professional--characteristics demanded by the role; (2) the consummating normative functions and responsibilities of the role; (3) the instrumental understandings and perspective of the dean required in viewing and assessing external objects and issues (outside the college); and (4) the overall, consummational effect of the dean's role on the college.

Using these four primary categories and four role dimensions, an action system model was constructed in the form of a 4 x 4 matrix. The action system model shown below represents the deanship as it relates to and is viewed from a more inclusive action system of the college, i.e., the college faculty. As such, the model below was employed as the conceptual framework for this study of the dean's role within a college of education.

The four primary functional categories of Parsons' action system model have their conceptual roots in the work done by Parsons and Bales (1953). In their monograph, the Working Papers, Parsons and Bales identified four basic problems that confront all action systems. In Parson's own words, these functional imperatives, as he

	Pattern Maintenance (Latency)	Integration	Goal Attainment	Adaptation
	L	I	G	A
Characteristics				
Responsibilities and Functions				
View of External Objects				
Overall Effect				

later called them "must be met adequately if equilibrium and/or continuing existence of the system is to be maintained" (1956, p. 16).

The following primary functional imperatives, as described in Parson's action theory framework, served as the basis for identifying and describing the various faculty views of the dean's role:

1. Adaptation is the functional imperative concerned primarily with the relationship of the action system to the system's environment. As such, the adaptive aspects of the dean's role concern (a) the attainment of external resources for the college; (b) the anticipation of future external effects upon the college; and (c) the maintenance of the college's boundaries, to allow for the flow of information and resources into the college.

2. Goal-Attainment, as a functional imperative of the dean's role in relation to the college, addresses the need to set and establish the priorities of the specific production goals of the

college, to solve problems inhibiting the attainment of such goals, and to establish an order and organizational structure appropriate to the attainment of the selected goals.

3. Integration is the functional area of the dean's role concerned with the internal cohesiveness and solidarity of the college. Moreover, the integrative aspect of the dean's role deals with the need to coordinate the activities of the internal groups of the college, and allow for stable, harmonious, and consensually-established relations to exist within the college.

4. Latency, or Pattern-Maintenance as it is also referred to by Parsons, is the functional concern of the deanship that involves actuating commitments from, and motivating the faculty to dedicate their efforts to the college and the missions and purposes it serves. Further, pattern-maintenance, as its name implies, encompasses the need to preserve and maintain the traditional patterns of the college and the culturally legitimated role it plays within the larger society.

Because the faculty within a college is not composed of a singular or unitary set of needs-dispositions, values and beliefs, experiential backgrounds, or role expectations, no one single view of the role of the dean can hope to represent the potential variety of perspectives held by the faculty units and individual faculty members within the college. Hence, in order to provide a classificatory and theoretical dimension to the identification of the faculty's view of the dean's role, Parsons' functional imperatives and their

instrumental and consummatory dimensions were used as a basis for categorizing and analyzing the variety of faculty perspectives found within this particular mid-western college of education.

Summary

The role of the dean has changed over the past century, as has the organizational placement of the deanship within institutions of higher education. From a clerical and administrative assistant to the president in 1870, the dean has become a semi-autonomous middle-manager whose responsibilities have grown to include student and curricular concerns; faculty and personnel affairs; public relations; budgeting and economic planning and forecasting; policy formulation, implementation, and evaluation; personal scholarship; and the general administrative duties of the college.

This process of change in the nature of the dean's role has been poorly documented with only a scattering of survey studies and personal reminiscences attempting to cover a wide array of deanships, within an even greater variety of institutions. Most recently, the specific study of college deans, and even more specifically--deans of colleges of education--has begun to describe and identify the functions and problems confronting current occupants of the collegiate dean's role. However, as both McConnell (1963) and Peterson (1974) have pointed out, what little research and literature there is concerning the deanship, is lacking in any theoretical basis and is of such scant proportions that the role, for all practical purposes, would have to be considered undefined.

One theoretical basis for the study of the dean's role within a college is that of Talcott Parsons' action system paradigm. The action system model as described, affords a theoretical framework for the identification, analysis, and comparison of perceptions of the dean's role within specific colleges.

CHAPTER III

METHODS AND PROCEDURES

Introduction

As noted in Chapter I, the general purposes of this research were (1) to examine the ideal role of the dean as perceived by the faculty of a large mid-western college of education; and (2) to apply Talcott Parsons' action system paradigm to the description, analysis, and comparison of the various faculty orientations toward the ideal role of a collegiate dean.

This chapter will present a description of the methods and procedures employed in the study. This descriptive overview is presented in the following order: methodology employed, selection of the college, selection of the participants, selection of the Q-sort items, demographic data and questions, administration of the Q-sort, and treatment of the data.

Methodology Employed

Q-methodology and techniques were employed in this study to identify and analyze the orientation toward the role of the dean of selected faculty members within a college of education. The faculty members were selected and grouped according to their affiliation with one of the five departments within the particular college of education under study. Further, additional information concerning

professional and organizational characteristics were obtained on the sample of faculty members selected for inclusion in the study from available public records kept on file in the college of education, and from two questions asked of each participant subsequent to completion of the Q-sort procedure.

Q-methodology and technique were developed by Stephenson (1953) and are basically "a sophisticated way of rank ordering objects" by individuals (Kerlinger, 1973, p. 582). In this study, statements on cards were rank ordered concerning the various aspects of the dean's ideal role. Statistical treatment of this data then established clusters of individuals with similar orientational patterns toward the role of the dean.

The study utilized Q-methodology for two basic reasons. First, because this study was concerned with perceptions of the ideal role of the collegiate dean, Q-methodology which "can be particularly valuable in studies of attitude, value, belief, and perception" (Kerlinger, 1973, p. 593), was well suited to the particular subject matter. Second, as Kerlinger also points out: "Two related strengths of Q are its heuristic quality and its usefulness in exploratory research. Q seems to be helpful in turning up new ideas, new hypotheses . . . (with Q) one can start to get an empirical purchase on slippery problems like the abstractness of attitudes and values" (p. 594).

Hence, Q-methodology was well suited to this exploratory and descriptive study, which has attempted to identify and delineate the

perceptions and orientations of faculty members toward a particular role within a collegiate social system.

Selection of the College

The college selected for the proposed study was a prototypical college of education, which had over 200 faculty members and served 1600 undergraduates and 2000 graduate students. Also, of even greater importance, the selected college was involved with an ongoing search for a new dean during the period in which this study was conducted, allowing for the issue of the role of the dean to have been a more personally and professionally debated and considered matter than perhaps at any other time during the course of a normal academic year.

Selection of the Participants

As Tiller points out, "in Q-methodology the selection of the participants is not usually done randomly but rather they are chosen to represent identifiable divisions of the population with which the study is concerned" (1971, p. 3). Since this study was concerned with the faculty of a particular college of education, the divisions employed were the five centrally-housed departments and the major research institute within the college. The intra-college units were Administration and Higher Education; Counseling, Personnel Services, and Educational Psychology; Elementary and Special Education; Secondary Education and Curriculum; Student Teaching and Professional Development; and the institute concerned with instructional research. From these six organizational units within the college, thirty-six

subjects were selected. Table 1 offers a more detailed view of the number of participants selected from each of the six intra-college units.

TABLE 1.--Study Participants.

Intra-College Unit	Approximate Number in Unit	Number in Study
Administration and Higher Education	40	5
Counseling, Personnel Services and Educational Psychology	38	5
Elementary and Special Education	47	7
Secondary Education and Curriculum	54	9
Student Teaching and Professional Development	26	4
Research Institute	<u>39</u>	<u>6</u>
TOTAL	244	36

Selection of the Q-Sort Items

Since faculty perceptions of the ideal role of the college dean were the focal concern of this study, a set of items (statements) was developed to test for differences between the faculty members within each of the six intra-college units. Specifically, using Parsons' action system paradigm as a guiding framework for the construction of items concerned with the functional aspects of roles within a social system and after a full review of the literature concerning the role of the dean, a population of 148 items was

generated to cover the universe of possible role characteristics and responsibilities inherent in the action system of the dean.*

From this population of items, which was representative of all sixteen action system sub-categories, a sample of eighty-four items was selected. This reduction and a subsequent second reduction were each accomplished after pilot sorts had been administered to individuals within the college of education, and after the researcher and assisting faculty members had analyzed and examined the items for redundancies and confusing conceptual and verbal usages. Both reductions were the product of a desire on the part of the researcher to "(1) increase the sample's proportionality; (2) remove possible redundancies; (3) remove items which could easily be misinterpreted; and (4) reduce the number of items to a more manageable size" (Tiller, 1970, p. 30).

Therefore, after the second sample reduction, fifty-six items remained as part of the Q-sort. Overall, these fifty-six items were considered to be representative of Parsons' theoretical framework, as well as valid aspects of the role of the collegiate dean by those members of the faculty and staff who considered them. As such, this final sample of fifty-six items included fourteen items from each of the functional-imperative categories (see Appendix A for a total listing of all fifty-six items).

* It should be noted that in Q-methodology the item-statements, and not the participating individuals, form the population and sample(s) of the research. Thus, in Q-method studies, a representative sample of items is drawn from a universe of relevant item-statements.

Demographic Data and Questions

In an attempt to explore possible relationships between various patterns of orientation toward the role of the dean and particular organizational and professional characteristics of the participants involved, information was collected on each participant via a short post-sort questionnaire and from public records available in the college of education. The demographic data and professional characteristics considered in the study were as follows:

1. Age
2. Sex
3. Professional rank (professor, associate professor, or assistant professor)
4. Degree held
5. Date of degree receipt
6. Number of years associated with the college of education
7. Primary area of association (graduate or undergraduate)
8. Tenure status
9. Departmental assignment within the college
10. Participant's ranking of the college's major missions (instruction, service, and research).

Administration of the Q-Sort

The fifty-six items, each concerning an aspect of the ideal role of the dean within a college of education, were placed on cards for easy handling and sorting by the participants. The cards were then randomly numbered and bound into identical decks prior to their presentation to the participants.

Each participant, during the actual sorting procedure, was asked to read through the entire deck of fifty-six items and sort the items into three piles according to whether they ascribed to each item a great amount of importance, a moderate amount, or a relatively small amount of importance. Subsequent to this initial sorting, the

participants were instructed to further differentiate the three piles into eleven stacks ranging from most to least important. Corresponding to each of the eleven stacks were eleven envelopes, in which the participant was further instructed to place a set number of cards as represented by the eleven stacks. Thus, the participant placed the two cards of greatest importance into the envelope marked "A", the three next most important cards into the envelope marked "B", and so on, until the last two cards were placed, as the least important of the items, into the envelope marked "K".

After selecting and sorting the items into the eleven stacks, the sorter was free to rearrange any of the cards before he/she sealed the envelopes, however, the final distribution of the items had to coincide with the following format:

	Most Important								Least Important		
Stack:	A	B	C	D	E	F	G	H	I	J	K
Cards per envelope:	2	3	4	6	8	10	8	6	4	3	2

Each participant was given an instruction sheet which outlined the above steps (see Appendix B for the full sorting instructions).

The Q-sort deck, eleven appropriately marked envelopes, the instruction sheet, and a short questionnaire, were delivered to each participant. The researcher orally instructed the participants on how to sort the deck of items, and answered any procedural questions. The materials listed above were left with the participants and picked up once the Q-sort and questionnaire were completed.

Treatment of the Data

The study employed a Q-analysis computer program developed by N. Van Tubergen of the University of Iowa. The data was, thereby, processed as follows:

1. A Pearson product-moment correlation matrix was constructed by correlating every person's sort of items with those of every other person's sort.
2. This matrix was evaluated for principal component factors and those factors were submitted to varimax rotation. The obtained factors then represented groups of persons who presented similar patterns of orientation toward the role of the dean.
3. The program then weighted each item response of each of ten persons by the factor loading of the factor with which he/she was most closely associated, summed these weighted responses across each item separately and produced an item array of weighted responses for each factor. These item arrays were then converted to z-scores.
4. The item arrays were then ordered from most accepted to least accepted on the basis of their z-scores to provide a hierarchy of item acceptance for each factor.
5. The acceptance of each item by each factor (grouping) was then compared to provide a basis for differentiating the factors from one another. A difference of 1.0 in z-scores for an item between factors was considered significant (Tiller, 1970, pp. 35-36).

Thus, the five steps of the above computer program helped to define the distinctive perceptual profiles of the faculty, relative

to the ideal role of the dean in a college of education. These perceptual profiles, or projected types of deans, were defined via the relative importance ascribed by each faculty member to each of the fifty-six items concerned with the various aspects of the ideal role of the dean. The above program also assisted in comparing the different perceptual profiles of the faculty in terms of the specific items that most distinguished each of the profiles from one another. With this information, the researcher was able to more fully identify, compare, and subsequently examine the different faculty perceptions of, and orientations toward, the ideal role of the collegiate dean.

Summary

Q-methodology, which is well suited to the exploration of perceptions, values, and beliefs, was utilized in this study of the orientations of faculty members toward the ideal role of the dean within a college of education. Statements concerning aspects of the ideal role of the dean were formed into a Q-sort deck of fifty-six items and distributed to thirty-six faculty members within a large mid-western college of education. Further, demographic and professional data were collected on each of the participants.

The Q-sort procedure utilized in this study required each participant to rank-order the fifty-six statements concerning the ideal role of the dean into eleven stacks, across a continuum which ranged from "most important" to "least important." Hence, each participant generated a normally-distributed perceptual profile of the role aspects of the ideal deanship. Each profile was then

compared to all other participant profiles and factor analyzed by an appropriately designed Q-analysis computer program. The results of this Q-analysis are reviewed and discussed in the following chapter.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The study examined faculty perceptions of the ideal role of the collegiate dean. The perceptions were those of faculty members within a large, mid-western college of education. The following questions served as the exploratory framework for this research.

1. What are the major elements of the dean's role upon which faculty members base their orientation toward the college deanship?
2. What are the differences in orientational patterns toward the role of the dean, as exhibited by the different groupings of faculty within the college?
3. What is the relationship between the selected characteristics of the faculty and their orientational patterns toward the role of the dean?

Using Talcott Parsons' action-system paradigm as a frame of reference, characteristics and functions of the dean's role were converted into a deck of fifty-six items. Each item within the deck represented an aspect of the dean's role.

Thirty-six faculty members were selected from the particular college and asked to sort the deck of fifty-six items according to the following format:

	Most Important					Least Important						
Stack:	A	B	C	D	E	F	G	H	I	J	K	
Cards per envelope:	2	3	4	6	8	10	8	6	4	3	2	

The above format required each participant to place the two most important aspects of the ideal role of the collegiate dean, relative to all other items within the item-deck, in stack "A", the next three most important items associated with the role in stack "B", etc., until finally the two least important items, relative to all others within the deck, were placed in stack "K".

The Q-analysis computer program then created an intercorrelation matrix by correlating every faculty member's sort of items with every other faculty member's sort of items. This matrix was then submitted to factor analysis so that faculty members were considered as variables and the fifty-six items concerning the role of the dean were considered as observations. A principal axis solution was then obtained and submitted to a varimax rotation which produced four orthogonal factors. Each of the four factors represented a grouping of faculty members around a common pattern of item sorts.

The four common patterns of item sorts around which the actual faculty members clustered were estimated and represented ideal types for each of the four factors. This estimating process was accomplished by weighting each faculty member's item response most highly associated with one of the four factors, by the degree to which the specific faculty members were loaded on that factor. The higher a faculty member's loading on the factor, the greater was

the weight. These weighted responses were summed across each item separately, producing an item array of weighted responses for each of the four factors. The arrays of weighted responses were then converted by the computer program to z-scores.

Thus, the arrays of item z-scores were ordered by the Q-analysis program from most important to least important for each of the four factors. This provided a hierarchy of item importance for each factor, or more precisely, for the groups of faculty members associated with each factor.

Further, the program compared by subtraction, the particular z-scores for individual items in one factor against the average z-scores for those items across the other three factors. This comparison generated a listing of items, for each factor, that were valued significantly more (or less) than by the other factors (Talbot, 1971, p. 6).

In this study, differences between items, within as well as between factors, of $\pm$ one z-score were considered to be significant. This followed the normal Q-analysis procedure for establishing differentiation between items. Monahan describes this procedural rule in the following statement:

We have generally followed a widely accepted (though arbitrary) rule of thumb which holds that to establish differentiation there should be a difference of ± 1.00 z-score. Items for which there is not a one z-score difference (plus or minus), are typically defined as 'consensus items' (1971, p. 7).

Thus, an item difference of ± 1.00 z-score between one factor and the average score for that item by all other factors provided a

basis for differentiating the nature of the orientational patterns as exhibited by the four different groupings of faculty within this study.

Item Typal* Orientation Patterns

In this study four particular orientations toward, or views of, the role of the collegiate dean were generated by the Q-analysis program outlined above. Specifically, using the Scree test for identifying and measuring the significance of each factor, four factors were identified as meaningful by the computer program. These four factors were subsequently used as the basis for determining the basic types of faculty orientations toward the ideal role of the dean and in determining the differentiating aspects of each of the orientational patterns associated with the four types of faculty groupings in the study.

Before proceeding with the analysis of the four factors or types of orientations, it should be noted that the terms orientational pattern, perceptual profile, faculty type, and factor are all employed by the researcher in referring to the four, computer-identified arrays of items that distinguished each group of faculty respondents from every other group. Thus, the faculty orientations toward the dean, as determined by the participants' sorting of the items concerned with the dean's ideal role, are considered in this

*"Typal" here refers to the four faculty types of orientations as distinguished from one another by their unique rank-orderings of the fifty-six item-statements.

research to be synonymous with the faculty's ordered perceptions of the dean's role, and indicative and projective of a particular type of dean--as described by the role elements rank-ordered in each factor's array of weighted items.

Descriptive Titles

As a means of clearly identifying the four factors (i.e., the four types of projected deanships), each has been assigned a nominal title. The titles chosen for each of the four types of deanships are only generally representative of the theoretical and orientational characteristics of each cluster of faculty orientations toward the role of the dean, and are primarily meant to assist the reader in his/her identification and comparison of the projected types of deanships. The following descriptors have been selected by the four projected deanships: Type One (the Integrative Dean); Type Two (the Purposive Dean); Type Three (the Adaptive-Intellectual Dean); and Type Four (the Internal Dean).

Type One: The Integrative Dean

The most important, or major elements of the dean's role, as perceived by the faculty members associated with the type-one cluster of orientations toward the role of the dean are presented in Table 2. Table 2 specifically lists the "pure" item profile of type-one orientations from most important to least important. Further, Table 2 displays the z-score associated with each item, the sort reference number for each item, and the "action system" coordinates

for each item--these coordinates appear in parentheses following each item statement.

Generally, those faculty members allied with the type one orientation toward the role of the dean projected the image of a dean heavily involved in providing an efficiently run, independently competent, and financially strong and viable organizational unit. The type one dean was perceived as providing the college and faculty with an open, accessible, and democratic communication and governance structure, which, correspondingly, involved the dean in producing a positive organizational climate, in creating a trust and confidence in his/her actions, and in developing a unified sense of purpose within the college. Type one deans were primarily viewed as providers of a smooth-running and stable college organization, with a z-score of 1.836 signifying that, as stated in item thirty-three, they were expected to "engender in the faculty a trust and confidence in the integrity and merit of . . . [their] actions."

The items deemed least important to the role of the collegiate dean by type-one respondents received a z-score of -1.0 or less. The items listed at or below this mark in Table 2 suggested that the type one dean was neither viewed as being relatively involved with providing strong leadership within the college, nor with developing the college into a nationally recognized leader in the field of education. As such, the item which received the lowest z-score within the type one array concerned the dean's attempts to "increase the size, stature, and performance capacity of the college." Type one deans also were not perceived as being selfless and dedicated

guardians of the college deanship. Furthermore, for type one deans, less relative importance was imputed to their providing the college with solutions to its problems, and to their providing the college with a sense of historical purpose and perspective. Overall, type one (integrative) deans were projected as not having an expansive administrative or leadership role within the college.

Those items whose ranking by type one faculty produced a z-score which differed from the average z-score for that item by the other three faculty orientations by 1.0 or more are listed in the top portion of Table 3. The distinctive elements of the type one dean's role which identified and separated it by a +1.0 z-score from all other types, generally concerned the development of an independently competent, well supplied, and efficiently run college. The integrative dean was, likewise, distinctive in his/her role as the provider of information and management systems for the college and as an efficient handler of the college's administrative and budgetary affairs. Finally, type one respondents were significantly distinctive in the importance they assigned to the dean as the generator of a sense of "esprit de corps" within the college.

The lower portion of Table 3 depicts those items of the dean's role, signified by type one faculty members as relatively less important (by -1.0 z-score or less) and, thereby, distinctively different from their ranking by all other types. The particular items assigned less importance by type one respondents dealt with the need for leadership and the creation of new and expanded performance capacities within the college. The integrative dean,

TABLE 2.--Type One (Integrative Dean) Item Orientation Pattern.

Item No.	Item Description	Z-Score
33.	The dean should engender in the faculty a trust and confidence in the integrity and merit of his/her actions. (L-S)	2.060
1.	The dean should help to produce a sense of common purpose and organizational solidarity within the college. (I-S)	1.705
7.	The dean should help to develop a financially strong, adaptive, and viable college. (A-S)	1.702
41.	The dean should help to create an organizational unit within the university, capable of competently handling its own affairs and problems. (G-S)	1.699
37.	The dean should secure and insure adequate physical facilities and resources for the college. (A-R)	1.572
11.	The dean should forecast and anticipate future events that have the potential for affecting the college. (A-R)	1.446
19.	The dean should be concerned with the budgetary and administrative details of running an efficient organization. (A-R)	1.329
51.	The dean should be accessible to the faculty and maintain open channels of communication within the college. (I-R)	1.229
16.	The dean should help to generate a stable, cooperative, and positive climate for working and learning within the college. (I-S)	1.160
49.	The dean should direct the analysis, evaluation, and planning of long-range goals for the college. (G-R)	1.137
22.	The dean should view the governance of the college as a cooperative, democratic, and consensual process. (I-V)	1.005
54.	The dean should generate a sense of "team spirit" (esprit de corps) within the college. (I-S)	.892
31.	The dean should carefully weigh and consider a situation or problem before reacting to it. (L-V)	.794

TABLE 2.--Continued.

Item No.	Item Description	Z-Score
36.	The dean should view the college's faculty as a community of educators, whose individual qualities and abilities strengthen the college as a whole. (I-V)	.659
5.	The dean should be a good interpersonal communicator, who is easy to talk with, friendly, and considerate in his/her relations with others. (I-P)	.592
45.	The dean should have an adroit mind, capable of quickly and easily acquiring new skills and information. (A-P)	.487
47.	The dean should maintain the integrity of the college when faced with issues and problems needing resolution. (L-R)	.561
13.	The dean should be uniformly fair and equitable in dealing with the various departments and faculty members within the college. (I-V)	.495
15.	The dean should have a broad philosophical frame of reference from which to view the issues and problems facing the college of education. (L-V)	.441
53.	The dean should be able to effectively express, both in written and verbal form, the missions and objectives of the college. (G-P)	.421
14.	The dean should be knowledgeable and skilled in the use of information and management systems. (A-P)	.366
18.	The dean should see the need for, and provide, a clearly defined and well structured chain of command within the college. (G-V)	.297
8.	The dean should be able to integrate the individual needs and interests of the faculty with the overall goals of the college. (I-R)	.245
4.	The dean should recognize faculty for their dedication and commitment to the college. (L-R)	.234
29.	The dean should assist in producing an organizational sense of accomplishment and professional achievement within the college. (G-S)	.204
52.	The dean should view the faculty as a collection of highly trained experts and professional educators. (A-V)	.195
39.	The dean should be respected by the faculty, for his/her work in education and commitment to the college. (L-P)	.194

TABLE 2.--Continued.

Item No.	Item Description	Z-Score
28.	The dean should be a good judge of character, who is knowledgeable and sensitive to human behavior. (I-P)	.080
6.	The dean should have the authority to organize the college to allow for its greatest effectiveness. (G-R)	.045
27.	The dean should be aware of, and get constant readings of the moods and thoughts of the college's relative publics. (A-R)	-.022
46.	The dean should be experienced in providing complex organizations with definition and purpose. (G-P)	-.054
40.	The dean should help to create a college recognized as a cohesive and harmonious organization. (I-S)	-.068
12.	The dean should be persuasive in his/her argumentation, yet tactful and diplomatic in his/her interactions with others. (I-P)	-.291
2.	The dean should help to develop exchanges of faculty, knowledge, and information between the college and other educational organizations. (A-S)	-.348
44.	The dean should act as a compromising and mediating agent in conflicts involving groups within the college. (I-R)	-.357
21.	The dean should be a dynamic and natural leader who thrives on the challenge of developing an effective and successful organization. (G-P)	-.513
55.	The dean should be adept at finding ways of reconciling differences between the college and its external publics. (A-P)	-.556
56.	The dean should respect and maintain the college's academic traditions and heritage. (L-R)	-.639
38.	The dean should focus the college's efforts on the preparation of future educational leaders. (G-S)	-.686
25.	The dean should be available to, and meet with students on a regular basis. (I-R)	-.704
42.	The dean should be an astute and successful fund-raiser and "grantsman." (A-P)	-.712
30.	The dean should view knowledge as born of scientific inquiry and research. (A-V)	-.750

TABLE 2.--Continued.

Item No.	Item Description	Z-Score
50.	The dean should be a scholar, loyal to the highest standards of the academic profession. (L-P)	-.751
17.	The dean should help to create a college known nationally for its leadership role in education. (G-S)	-.754
35.	The dean should help to instill in the faculty, a dedication to, and a concern for the pursuit of academic excellence. (L-S)	-.905
43.	The dean should be a charismatic leader, capable of actuating commitments and motivating faculty within the college. (L-P)	-.918

24.	The dean should provide moral and ethical leadership for the college. (L-R)	-1.039
48.	The dean should view externally generated issues and policies on the basis of their "costs" to the college. (A-V)	-1.127
26.	The dean should view the deanship as an honour, duty, and opportunity to serve the college and university. (G-V)	-1.142
32.	The dean should confront problems directly and quickly; being firm and decisive in his/her actions. (G-P)	-1.162
34.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	-1.267
20.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	-1.495
10.	The dean should develop and prioritize goals for the college. (G-R)	-1.537
23.	The dean should view him/herself as the guardian and trustee of the deanship. (L-V)	-1.773
9.	The dean should be a selfless individual, willing to set aside personal gratification for the success of the college. (L-P)	-1.818
3.	The dean should seek to increase the size, stature, and performance capacity of the college. (G-V)	-1.955

TABLE 3.--Items on Which Type One Z-Scores are Significantly Greater or Less Than All Other Typal Z-Scores.

Item No.	Item Description	Type One Z-Score	Average Z-Score	Difference
19.	The dean should be concerned with the budgetary and administrative details of running an efficient organization. (A-R)	1.329	-.909	2.238
37.	The dean should secure and insure adequate physical facilities and resources for the college. (A-R)	1.572	-.648	2.221
41.	The dean should help to create an organizational unit within the university, capable of competently handling its own affairs and problems. (G-S)	1.699	-.226	1.925
14.	The dean should be knowledgeable and skilled in the use of information and management systems. (A-P)	.366	-.828	1.194
54.	The dean should generate a sense of "team spirit" (esprit de corps) within the college. (I-S)	.892	-.157	1.049
15.	The dean should have a broad philosophical frame of reference from which to view the issues and problems facing the College of Education. (L-V)	.441	1.509	-1.068
3.	The dean should seek to increase the size, stature, and performance capacity of the college. (G-V)	-1.955	-.877	-1.079
17.	The dean should help to create a college known nationally for its leadership role in education. (G-S)	-.754	.644	-1.398
50.	The dean should be a scholar, loyal to the highest standards of the academic profession. (L-P)	-.751	.745	-1.496
21.	The dean should be a dynamic and natural leader who thrives on the challenge of developing an effective and successful organization. (G-P)	-.513	1.056	-1.570
24.	The dean should provide moral and ethical leadership for the college. (L-R)	-1.039	.869	-1.908
35.	The dean should help to instill in the faculty, a dedication to, and a concern for the pursuit of academic excellence. (L-S)	-.905	1.028	-1.934

also, was not viewed as requiring a broad philosophical or scholarly frame of reference.

Type Two: The Purposive Dean

A profile of item statements was generated which represented the degree of relative importance accorded each separate item by type two respondents. This item array is presented in Table 4. Those faculty members identified with the type two orientation toward the ideal role of the dean expressed a preference for a deanship concened with purposively planning, forecasting, and directing the college toward the accomplishment of set goals and future states. Further, the projected dean of the type two orientation was perceived as being a strong moral and organizational leader who was experienced in, and capable of providing, organizational order and structure to the college. In fact, the item ranked highest by type two faculty members had a 1.887 z-score and stated that: "The dean should be experienced in providing complex organizations with definition and purpose." Moreover, the purposive dean was expected to help create a successful, accomplished, and nationally recognized college of education.

Table 4 also presents those item statements considered by type two faculty respondents to be the relatively least important aspects of the dean's role in a college of education. The type two (purposive) deanship is marked by the fact that it does not require its occupant to be a selfless and dutiful guardian of the college's highest administrative post. Further, purposive deans are not seen

as astute fund-raisers, as regularly involved with students, or as encouraging the faculty to participate in professional organizations. Finally, type two deans were viewed as having little or no need to provide the college with a sense of historical continuity, or to help maintain the college's academic traditions. The purposive dean, overall, was not viewed as a tradition-oriented, dedicated and loyal servant of the college and its student body.

The basic elements of the deanship which were rated significantly more important by type two faculty and which act to delineate type two orientations toward the role of the dean from all other faculty types reside in the dean's abilities to develop, order, define, confront, evaluate, and analyze the goals of the college. Furthermore, type two deans were disjoined from all other dean types by their motivating and charismatic leadership abilities, as well as their ability to provide the college with organizational structure and definition. These distinctive item and orientational differences of 1.0 z-score and above are presented in the upper portion of Table 5.

The items held by the type two faculty to be of relatively less importance to the role of the dean in comparison to the average importance allocated to them by all other types, are presented in the lower portion of Table 5. These relatively less important items which differentiated purposive deans from all other types involved the dean's ability to insure and assure needed facilities and resources for the college, to provide a non-directive form of collegiate governance, to engender faculty confidence and trust in

TABLE 4.--Type Two (Purposive Dean) Item Orientation Pattern.

Item No.	Item Description	Z-Score
46.	The dean should be experienced in providing complex organizations with definition and purpose. (G-P)	1.872
10.	The dean should develop and prioritize goals for the college. (G-R)	1.801
1.	The dean should help to produce a sense of common purpose and organizational solidarity within the college. (I-S)	1.694
11.	The dean should forecast and anticipate future events that have the potential for affecting the college. (A-R)	1.432
49.	The dean should direct the analysis, evaluation, and planning of long-range goals for the college. (G-R)	1.378
24.	The dean should provide moral and ethical leadership for the college. (L-R)	1.340
18.	The dean should see the need for, and provide, a clearly defined and well structured chain of command within the college. (G-V)	1.269
21.	The dean should be a dynamic and natural leader who thrives on the challenge of developing an effective and successful organization. (G-P)	1.158
53.	The dean should be able to effectively express, both in written and verbal form, the missions and objectives of the college. (G-P)	1.151
29.	The dean should assist in producing an organizational sense of accomplishment and professional achievement within the college. (G-S)	1.122
17.	The dean should help to create a college known nationally for its leadership role in education. (G-S)	1.109
7.	The dean should help to develop a financially strong, adaptive, and viable college. (A-S)	.919
55.	The dean should be adept at finding ways of reconciling differences between the college and its external publics. (A-P)	.766
43.	The dean should be a charismatic leader, capable of actuating commitments and motivating faculty within the college. (L-P)	.763
15.	The dean should have a broad philosophical frame of reference from which to view the issues and problems facing the College of Education. (L-V)	.693

TABLE 4.--Continued.

Item No.	Item Description	Z-Scores
33.	The dean should engender in the faculty a trust and confidence in the integrity and merit of his/her actions. (L-S)	.690
16.	The dean should help to generate a stable, cooperative, and positive climate for working and learning within the college. (I-S)	.670
32.	The dean should confront problems directly and quickly; being firm and decisive in his/her actions. (G-P)	.668
54.	The dean should generate a sense of "team spirit" (esprit de corps) within the college. (I-S)	.520
47.	The dean should maintain the integrity of the college when faced with issues and problems needing resolution. (L-R)	.460
8.	The dean should be able to integrate the individual needs and interests of the faculty with the overall goals of the college. (I-R)	.413
31.	The dean should carefully weigh and consider a situation or problem before reacting to it. (L-V)	.392
35.	The dean should help to instill in the faculty, a dedication to, and a concern for the pursuit of academic excellence. (L-S)	.348
51.	The dean should be accessible to the faculty and maintain open channels of communication within the college. (I-R)	.317
39.	The dean should be respected by the faculty, for his/her work in education and commitment to the college. (L-P)	.240
36.	The dean should view the college's faculty as a community of educators, whose individual qualities and abilities strengthen the college as a whole. (I-V)	.108
27.	The dean should be aware of, and get constant readings of the moods and thoughts of the college's relative publics. (A-R)	.094
6.	The dean should have the authority to organize the college to allow for its greatest effectiveness. (G-R)	.072
4.	The dean should recognize faculty for their dedication and commitment to the college. (L-R)	.003

TABLE 4.--Continued.

Item No.	Item Description	Z-Scores
45.	The dean should have an adroit mind, capable of quickly and easily acquiring new skills and information. (A-P)	-.027
5.	The dean should be a good interpersonal communicator, who is easy to talk with, friendly, and considerate in his/her relations with others. (I-P)	-.107
44.	The dean should act as a compromising and mediating agent in conflicts involving groups within the college. (I-R)	-.153
28.	The dean should be a good judge of character, who is knowledgeable and sensitive to human behavior. (I-P)	-.190
12.	The dean should be persuasive in his/her argumentation, yet tactful and diplomatic in his/her interactions with others. (I-P)	-.242
50.	The dean should be a scholar, loyal to the highest standards of the academic profession. (L-P)	-.260
38.	The dean should focus the college's efforts on the preparation of future educational leaders. (G-S)	-.429
19.	The dean should be concerned with the budgetary and administrative details of running an efficient organization. (A-R)	-.442
13.	The dean should be uniformly fair and equitable in dealing with the various departments and faculty members within the college. (I-V)	-.497
52.	The dean should view the faculty as a collection of highly trained experts and professional educators. (A-V)	-.526
30.	The dean should view knowledge as born of scientific inquiry and research. (A-V)	-.737
40.	The dean should help to create a college recognized as a cohesive and harmonious organization. (I-S)	-.812
14.	The dean should be knowledgeable and skilled in the use of information and management systems. (A-P)	-.819
3.	The dean should seek to increase the size, stature, and performance capacity of the college. (G-V)	-.819

TABLE 4.--Continued.

Item No.	Item Description	Z-Scores
22.	The dean should view the governance of the college as a cooperative, democratic, and consensual process. (I-V)	-.865
37.	The dean should secure and insure adequate physical facilities and resources for the college. (A-R)	-.878
48.	The dean should view externally generated issues and policies on the basis of their "costs" to the college. (A-V)	-.902
2.	The dean should help to develop exchanges of faculty, knowledge, and information between the college and other educational organizations. (A-S)	-.971
41.	The dean should help to create an organizational unit within the university, capable of competently handling its own affairs and problems. (G-S)	-1.032
26.	The dean should view the deanship as an honour, duty, and opportunity to serve the college and university. (G-V)	-1.286
25.	The dean should be available to, and meet with students on a regular basis. (I-R)	-1.291
42.	The dean should be an astute and successful fund-raiser and "grantsman." (A-P)	-1.442)
34.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	-1.628
20.	The dean should provide the college with a sense of historical continuity and perspective. (L-S)	-1.631
9.	The dean should be a selfless individual, willing to set aside personal gratification for the success of the college. (L-P)	-1.646
56.	The dean should respect and maintain the college's academic traditions and heritage. (L-R)	-1.647
23.	The dean should view him/herself as the guardian and trustee of the deanship (L-V)	-2.187

TABLE 5.--Items on Which Type Two Z-Scores are Significantly Greater or Less Than All Other Typal Z-Scores.

Item No.	Item Description	Type Two Z-Score	Average Z-Score	Difference
10.	The dean should develop and prioritize goals for the college. (G-R)	1.801	-1.576	3.377
46.	The dean should be experienced in providing complex organizations with definition and purpose. (G-P)	1.872	.068	1.804
18.	The dean should see the need for, and provide, a clearly defined and well structured chain of command within the college. (G-V)	1.269	-.420	1.689
32.	The dean should confront problems directly and quickly; being firm and decisive in his/her actions. (G-P)	.668	-.990	1.658
43.	The dean should be a charismatic leader, capable of actuating commitments and motivating faculty within the college. (L-P)	.763	-.808	1.572
49.	The dean should direct the analysis, evaluation, and planning of long-range goals for the college. (G-R)	1.378	.097	1.281
37.	The dean should secure and insure adequate physical facilities and resources for the college. (A-R)	-.878	.168	-1.046
33.	The dean should engender in the faculty a trust and confidence in the integrity and merit of his/her actions. (L-S)	.690	1.797	-1.108
34.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	-1.628	-.473	-1.155
22.	The dean should view the governance of the college as a cooperative, democratic, and consensual process. (I-V)	-.865	.803	-1.667
41.	The dean should help to create an organizational unit within the university, capable of competently handling its own affairs and problems. (G-S)	-1.032	.684	-1.716

his actions, to establish the college as an independently competent unit within the university, and to encourage the faculty to become more active in professional organizations outside the college and university.

Type Three: The Adaptive-Intellectual Dean

The array of items, listed according to the relative importance assigned to them by faculty members associated with type three orientations toward the role of the dean, are presented in Table 6. According to the items selected as relatively most important, type three faculty believed that the dean should be a leader who brings a broad and scholarly perspective to the issues confronting the college. The first three items, beginning with item fifteen which received a z-score of 2.406, all reflected this interest in having an intellectual and academic leader in the dean's office. It was also deemed important by type three faculty that the dean engender a sense of trust and confidence within the faculty in his/her abilities and actions, and that he/she develop a strong and nationally recognized college of education.

The aspects of the dean's role rated as relatively less important by type three faculty received a z-score of -1.0 or less. Three items were ranked below a -2.0 z-score and were, therefore, considered by type three respondents to be of minimal importance to the adaptive-intellectual dean. Item twenty-three, which received the lowest z-score of -2.278, concerned the dean's viewing of him/herself as the guardian and/or trustee of the deanship. This low

ranking of the role aspects concerning personal dedication and submission to the traditions and demands of the college was, likewise, reinforced by the next two lowest-ordered responses--items nine and twenty-six. Additionally, type three deans were not projected as necessarily focusing their energies on managing and structuring the day-to-day operations and problem solving of the college organization as depicted by the low ordering of items ten, eighteen, nineteen, and thirty-two. The least important items, as ordered within the type three array, are listed in their entirety in Table 6.

The items whose z-scores varied by ± 1.0 or more from the average for those items on the other factor item arrays were listed in Table 7. The items which appear in the upper portion of Table 7 are those held to be significantly more important by type three faculty members than by all other types of faculty respondents. The item that most positively distinguished type three deans from all other types was item twenty which differed by 2.296 from all other rankings and concerned the dean's ability to provide the college with a sense of historical continuity and perspective. The second and third most positively distinguished items were items thirty and fifty, which received z-scores differing from the average given those items by the other three orientational groupings by 1.810 and 1.624, respectively. These two items, as well as the five highest ranked items shown in Table 7, express the importance attributed by type three faculty to the intellectual and scholarly characteristics of the dean.

TABLE 6.--Type Three (Adaptive-Intellectual Dean) Item Orientation Pattern.

Item No.	Item Description	Z-Scores
15.	The dean should have a broad philosophical frame of reference from which to view the issues and problems facing the college of education. (L-V)	2.406
21.	The dean should be a dynamic and natural leader who thrives on the challenge of developing an effective and successful organization. (G-P)	1.663
50.	The dean should be a scholar, loyal to the highest standards of the academic profession. (L-P)	1.589
35.	The dean should help to instill in the faculty, a dedication to, and a concern for the pursuit of academic excellence. (L-S)	1.508
7.	The dean should help to develop a financially strong, adaptive, and viable college. (A-S)	1.418
45.	The dean should have an adroit mind, capable of quickly and easily acquiring new skills and information. (A-P)	1.255
17.	The dean should help to create a college known nationally for its leadership role in education. (G-S)	1.185
33.	The dean should engender in the faculty a trust and confidence in the integrity and merit of his/her actions. (L-S)	1.160
51.	The dean should be accessible to the faculty and maintain open channels of communication within the college. (I-R)	1.145
53.	The dean should be able to effectively express, both in written and verbal form, the missions and objectives of the college. (G-P)	.991
30.	The dean should view knowledge as born of scientific inquiry and research. (A-V)	.984
55.	The dean should be adept at finding ways of reconciling differences between the college and its external publics. (A-P)	.960
39.	The dean should be respected by the faculty, for his/her work in education and commitment to the college. (L-P)	.855
11.	The dean should forecast and anticipate future events that have the potential for affecting the college. (A-R)	.695

TABLE 6.--Continued.

Item No.	Item Description	Z-Scores
20.	The dean should provide the college with a sense of historical continuity and perspective. (L-S)	.661
2.	The dean should help to develop exchanges of faculty, knowledge, and information between the college and other educational organizations. (A-S)	.602
47.	The dean should maintain the integrity of the college when faced with issues and problems needing resolution. (L-R)	.515
25.	The dean should assist in producing an organizational sense of accomplishment and professional achievement within the college. (G-S)	.490
4.	The dean should recognize faculty for their dedication and commitment to the college. (L-R)	.366
16.	The dean should help to generate a stable, cooperative, and positive climate for working and learning within the college. (I-S)	.357
46.	The dean should be experienced in providing complex organizations with definition and purpose. (G-P)	.351
8.	The dean should be able to integrate the individual needs and interests of the faculty with the overall goals of the college. (I-R)	.196
36.	The dean should view the college's faculty as a community of educators, whose individual qualities and abilities strengthen the college as a whole. (I-V)	.166
22.	The dean should view the governance of the college as a cooperative, democratic, and consensual process. (I-V)	.158
34.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	.155
12.	The dean should be persuasive in his/her argumentation, yet tactful and diplomatic in his/her interactions with others. (I-P)	.146
31.	The dean should carefully weigh and consider a situation of problem before reacting to it. (L-V)	.074
27.	The dean should be aware of, and get constant readings of the moods and thoughts of the college's relative publics. (A-R)	.073

TABLE 6.--Continued.

Item No.	Item Description	Z-Scores
41.	The dean should help to create an organizational unit within the university, capable of competently handling its own affairs and problems. (G-S)	.064
28.	The dean should be a good judge of character, who is knowledgeable and sensitive to human behavior. (I-P)	.000
52.	The dean should view the faculty as a collection of highly trained experts and professional educators. (A-V)	-.044
5.	The dean should be a good interpersonal communicator, who is easy to talk with, friendly, and considerate in his/her relations with others. (I-P)	-.107
24.	The dean should provide moral and ethical leadership for the college. (L-R)	-.199
37.	The dean should secure and insure adequate physical facilities and resources for the college. (A-R)	-.241
1.	The dean should help to produce a sense of common purpose and organizational solidarity within the college. (I-S)	-.316
13.	The dean should be uniformly fair and equitable in dealing with the various departments and faculty members within the college. (I-V)	-.358
6.	The dean should have the authority to organize the college to allow for its greatest effectiveness. (G-R)	-.363
49.	The dean should direct the analysis, evaluation, and planning of long-range goals for the college. (G-R)	-.372
38.	The dean should focus the college's efforts on the preparation of future educational leaders. (G-S)	-.490
43.	The dean should be a charismatic leader, capable of actuating commitments and motivating faculty within the college. (L-P)	-.574
40.	The dean should help to create a college recognized as a cohesive and harmonious organization. (I-S)	-.646
48.	The dean should view externally generated issues and policies on the basis of their "costs" to the college. (A-V)	-.695
44.	The dean should act as a compromising and mediating agent in conflicts involving groups within the college. (I-R)	-.734

TABLE 6.--Continued.

Item No.	Item Description	Z-Scores
42.	The dean should be an astute and successful fund-raiser and "grantsman." (A-P)	-.734
3.	The dean should seek to increase the size, stature, and performance capacity of the college. (G-V)	-.770
56.	The dean should respect and maintain the college's academic traditions and heritage. (L-R)	-.773
25.	The dean should be available to, and meet with students on a regular basis. (I-R)	-.864
14.	The dean should be knowledgeable and skilled in the use of information and management systems. (A-P)	-.938
54.	The dean should generate a sense of "team spirit" (esprit de corps) within the college. (I-S)	-.966
32.	The dean should confront problems directly and quickly; being firm and decisive in his/her actions. (G-P)	-1.040
19.	The dean should be concerned with the budgetary and administrative details of running an efficient organization. (A-R)	-1.227
18.	The dean should see the need for, and provide, a clearly defined and well structured chain of command within the college. (G-V)	-1.450
10.	The dean should develop and prioritize goals for the college. (G-R)	-1.609
26.	The dean should view the deanship as an honour, duty, and opportunity to serve the college and university. (G-V)	-2.193
9.	The dean should be a selfless individual, willing to set aside personal gratification for the success of the college. (L-P)	-2.213
23.	The dean should view him/herself as the guardian and trustee of the deanship. (L-V)	-2.278

TABLE 7.--Items on Which Type Three Z-Scores are Significantly Greater or Less Than All Other Typal Z-Scores.

Item No.	Item Description	Type Three Z-Scores	Average Z-Scores	Difference
20.	The dean should provide the college with a sense of historical continuity and perspective. (L-S)	.661	-1.635	2.296
30.	The dean should view knowledge as born of scientific inquiry and research. (A-V)	.984	-.826	1.810
50.	The dean should be a scholar, loyal to the highest standards of the academic profession. (L-P)	1.589	-.035	1.624
15.	The dean should have a broad philosophical frame of reference from which to view the issues and problems facing the College of Education. (L-V)	2.406	.854	1.552
2.	The dean should help to develop exchanges of faculty, knowledge, and information between the college and other educational organizations. (A-S)	.602	-.737	1.339
21.	The dean should be a dynamic and natural leader who thrives on the challenge of developing an effective and successful organization. (G-P)	1.663	.331	1.332
35.	The dean should help to instill in the faculty, a dedication to, and a concern for the pursuit of academic excellence. (L-S)	1.508	.224	1.284
34.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	.155	-1.068	1.223
17.	The dean should help to create a college known nationally for its leadership role in education. (G-S)	1.185	-.003	1.188
55.	The dean should be adept at finding ways of reconciling differences between the college and its external publics. (A-P)	.960	-.046	1.007
10.	The dean should develop and prioritize goals for the college. (G-R)	-1.609	-.439	-1.170
19.	The dean should be concerned with the budgetary and administrative details of running an efficient organization. (A-R)	-1.227	-.057	-1.170
9.	The dean should be a selfless individual, willing to set aside personal gratification for the success of the college. (L-P)	-2.213	-.997	-1.216
54.	The dean should generate a sense of "team spirit" (esprit de corps) within the college. (I-S)	-.966	.462	-1.428
26.	The dean should view the deanship as an honour, duty, and opportunity to serve the college and university. (G-V)	-2.193	-.698	-1.496
1.	The dean should help to produce a sense of common purpose and organizational solidarity within the college. (I-S)	-.316	1.396	-1.713
18.	The dean should see the need for, and provide, a clearly defined and well-structured chain of command within the college. (G-V)	-1.450	.486	-1.936

Those items which were believed to be of relatively less importance to the dean's role, as compared to the other three types of faculty orientations, are noted in the lower portion of Table 7. Basically, type three respondents differed from all other types in the relatively negative value they affixed to the dean's desire to (1) develop a structured chain of command and set of organizational goals; (2) develop a sense of collegiate purpose, solidarity, and team spirit; and (3) selflessly dedicate him/herself to serving the college and university.

Type Four: The Internal Dean

The perceptual profile of items representing type four faculty orientations toward the role of the dean is presented in descending order of item importance in Table 8. The aspects of the role considered to be most important by type four faculty received z-scores of 1.0 or greater. Further, each item was listed in Table 8 with its accompanying z-score, its Q-sort reference number, and its Parsonian, action-system identifiers, which were placed in parentheses at the end of each item statement.

A review of the items deemed significantly important for type four deans, as presented in Table 8, indicated that the faculty associated with type four orientations believed that dedication and commitment to education and the college, ethical and trustworthy leadership, the provision of a democratic form of governance, and accessibility to the faculty were the most important elements of the dean's role. Similarly, the generation of a stable relationship

with the faculty as well as the creation of a positive organizational climate composed of a community of educators, were held to be significantly important aspects of the dean's role by type four respondents.

The items identified as having relatively less importance in type four's array of role aspects for the ideal dean received a z-score of -1.0 or below. The two least important items, item forty-two and item forty-eight, portrayed the type four dean as not significantly involved in fund-raising, or in viewing and assessing external issues on the basis of their "costs" to the college. These two items received z-scores of -2.156 and -2.259, respectively. Furthermore, the internal dean was not expected to closely monitor external publics, to be an efficient budgeter, or to be the chief goal-determiner for the college. Type four faculty believed that the dean should not be primarily concerned with guarding the dean-ship or with providing and maintaining an historical sense of mission and perspective for the college. Neither, according to the type four respondents, should the dean be heavily involved in student affairs, nor should he/she be primarily concerned with increasing the size of the college and its programs.

Those items which differed in their z-score by 1.0 or more from their average z-score across all other orientational groupings, were listed in the upper portion of Table 9. Thus, items presented in the upper portion of Table 9 were considered relatively more important to type four faculty than to the average of all other types combined. Specifically, the items introduced as significantly

TABLE 8.--Type Four (Internal Dean) Item Orientation Pattern.

Item No.	Item Description	Z-Scores
33.	The dean should engender in the faculty a trust and confidence in the integrity and merit of his/her actions. (L-S)	2.173
39.	The dean should be respected by the faculty, for his/her work in education and commitment to the college. (L-P)	1.467
24.	The dean should provide moral and ethical leadership for the college. (L-R)	1.467
51.	The dean should be accessible to the faculty and maintain open channels of communication within the college. (I-R)	1.458
15.	The dean should have a broad philosophical frame of reference from which to view the issues and problems facing the College of Education. (L-V)	1.429
36.	The dean should view the college's faculty as a community of educators, whose individual qualities and abilities strengthen the college as a whole. (I-V)	1.411
16.	The dean should help to generate a stable, cooperative, and positive climate for working and learning within the college. (I-S)	1.365
22.	The dean should view the governance of the college as a cooperative, democratic, and consensual process. (I-V)	1.246
35.	The dean should help to install in the faculty, a dedication to, and a concern for the pursuit of academic excellence. (L-S)	1.229
13.	The dean should be uniformly fair and equitable in dealing with the various departments and faculty members within the college. (I-V)	.931
50.	The dean should be a scholar, loyal to the highest standards of the academic profession. (L-P)	.906
52.	The dean should view the faculty as a collection of highly trained experts and professional educators. (A-V)	.875
1.	The dean should help to produce a sense of common purpose and organizational solidarity within the college. (I-S)	.790
31.	The dean should carefully weigh and consider a situation or problem before reacting to it. (L-V)	.768
29.	The dean should assist in producing an organizational sense of accomplishment and professional achievement within the college. (G-S)	.737

TABLE 8.--Continued.

Item No.	Item Description	Z-Scores
47.	The dean should maintain the integrity of the college when faced with issues and problems needing resolution. (L-R)	.722
28.	The dean should be a good judge of character, who is knowledgeable and sensitive to human behavior. (I-P)	.672
8.	The dean should be able to integrate the individual needs and interests of the faculty with the overall goals of the college. (I-R)	.613
45.	The dean should have an adroit mind, capable of quickly and easily acquiring new new skills and information. (A-P)	.503
9.	The dean should be a selfless individual, willing to set aside personal gratification for the success of the college. (L-P)	.471
21.	The dean should be a dynamic and natural leader who thrives on the challenge of developing an effective and successful organization. (G-P)	.348
26.	The dean should view the deanship as an honour, duty, and opportunity to serve the college and university. (G-V)	.334
12.	The dean should be persuasive in his/her argumentation, yet tactful and diplomatic in his/her interactions with others. (I-P)	.303
41.	The dean should help to create an organizational unit within the university, capable of competently handling its own affairs and problems. (G-S)	.289
5.	The dean should be a good interpersonal communicator, who is easy to talk with, friendly, and considerate in his/her relations with others. (I-P)	.215
53.	The dean should be able to effectively express, both in written and verbal form, the missions and objectives of the college. (G-P)	.136
40.	The dean should help to create a college recognized as a cohesive and harmonious organization. (I-S)	.060
4.	The dean should recognize faculty for their dedication and commitment to the college. (L-R)	.001
7.	The dean should help to develop a financially strong, adaptive, and viable college. (A-S)	-.010

TABLE 8.--Continued.

Item No.	Item Description	Z-Scores
54.	The dean should generate a sense of "team spirit" (esprit de corps) within the college. (I-S)	-.026
44.	The dean should act as a compromising and mediating agent in conflicts involving groups within the college. (I-R)	-.089
46.	The dean should be experienced in providing complex organizations with definition and purpose. (G-P)	-.094
18.	The dean should see the need for, and provide, a clearly defined and well structured chain of command within the college. (G-V)	-.107
11.	The dean should forecast and anticipate future events that have the potential for affecting the college. (A-R)	-.267
34.	The dean should support and encourage faculty involvement in professional organizations. (A-S)	-.307
55.	The dean should be adept at finding ways of reconciling differences between the college and its external publics. (A-P)	-.349
17.	The dean should help to create a college known nationally for its leadership role in education. (G-S)	-.363
38.	The dean should focus the college's efforts on the preparation of future educational leaders. (G-S)	-.386
49.	The dean should direct the analysis, evaluation, and planning of long-range goals for the college. (G-R)	-.474
6.	The dean should have the authority to organize the college to allow for its greatest effectiveness. (G-R)	-.545
14.	The dean should be knowledgeable and skilled in the use of information and management systems. (A-P)	-.729
32.	The Dean should confront problems directly and quickly; being firm and decisive in his/her actions. (G-P)	-.769
37.	The dean should secure and insure adequate physical facilities and resources for the college. (A-R)	-.826

TABLE 8.--Continued.

Item No.	Item Description	Z-Scores
2.	The dean should help to develop exchanges of faculty, knowledge, and information between the college and other educational organizations. (A-S)	-.893
43.	The dean should be a charismatic leader, capable of actuating commitments and motivating faculty within the college. (L-P)	-.933
56.	The dean should respect and maintain the college's academic traditions and heritage. (L-R)	-.951
30.	The dean should view knowledge as born of scientific inquiry and research. (A-V)	-.991
3.	The dean should seek to increase the size, stature, and performance capacity of the college. (G-V)	-1.040
19.	The dean should be concerned with the budgetary and administrative details of running an efficient organization. (A-R)	-1.058
23.	The dean should view him/herself as the guardian and trustee of the deanship. (L-V)	-1.060
25.	The dean should be available to, and meet with students on a regular basis. (I-R)	-1.319
27.	The dean should be aware of, and get constant readings of the moods and thoughts of the college's relative publics. (A-R)	-1.557
10.	The dean should develop and prioritize goals for the college. (G-R)	-1.581
20.	The dean should provide the college with a sense of historical continuity and perspective. L-S)	-1.780
42.	The dean should be an astute and successful fund-raiser and "grantsman." (A-P)	-2.156
48.	The dean should view externally generated issues and policies on the basis of their "costs" to the college. (A-V)	-2.259

TABLE 9.---Items on Which Type Four Z-Scores are Significantly Greater or Less Than All Other Typal Z-Scores.

Item No.	Item Description	Type Four Z-Scores	Average Z-Scores	Difference
9.	The dean should be a selfless individual, willing to set aside personal gratification for the success of the college. (L-P)	.471	-1.892	2.364
26.	The dean should view the deanship as an honour, duty, and opportunity to serve the college and university. (G-V)	.334	-1.540	1.874
24.	The dean should provide moral and ethical leadership for the college. (L-R)	1.467	.034	1.433
22.	The dean should view the governance of the college as a cooperative, democratic, and consensual process. (I-V)	1.246	.099	1.146
36.	The dean should view the college's faculty as a community of educators, whose individual qualities and abilities strengthen the college as a whole. (I-V)	1.411	.311	1.100
13.	The dean should be uniformly fair and equitable in dealing with the various departments and faculty members within the college. (I-V)	.931	-.120	1.051
39.	The dean should be respected by the faculty, for his/her work in education and commitment to the college. (L-P)	1.467	.430	1.038
23.	The dean should view him/herself as the guardian and trustee of the deanship. (L-V)	-1.060	-2.079	1.019
52.	The dean should view the faculty as a collection of highly trained experts and professional educators. (A-V)	.875	-.125	1.000
49.	The dean should direct the analysis, evaluation, and planning of long-range goals for the college. (G-R)	-.474	.715	-1.189
42.	The dean should be an astute and successful fund-raiser and "grantsman." (A-P)	-2.156	-.963	-1.193
48.	The dean should view externally generated issues and policies on the basis of their "costs" to the college. (A-V)	-2.259	-.908	-1.351
7.	The dean should help to develop a financially strong, adaptive, and viable college. (A-S)	-.010	1.347	-1.357
11.	The dean should forecast and anticipate future events that have the potential for affecting the college. (A-R)	-.267	1.191	-1.458
27.	The dean should be aware of, and get constant readings of the moods and thoughts of the college's relative publics. (A-R)	-1.557	.048	-1.605

different from all other types, and which had not appeared as positively significant within type four's own array, as listed in Table 8, were concerned with the dean's willingness to sacrifice personal recognition for the success of the college (this item received a z-score of 2.364 above the average score given it by all other faculty groupings); and the dean's provision of fair and equitable treatment for all individuals and groups within the college. Moreover, type four faculty ranked significantly higher the item concerned with the dean's viewing of his/her role as that of a trustee of the deanship than did all other faculty types.

The lower portion of Table 9 denotes the items held to be significantly less important to the role of the dean by type four respondents than by all other types of faculty groupings. Those items that received a z-score of 1.0 or less than the average z-score given by the other three orientational groupings were generally concerned with externally-oriented functions such raising funds, anticipating future events and their costs to the college, assessing various publics' positions on issues, directing long-range planning, and creating a financially solvent and adaptive college.

Analysis: Within the Parsonian Action-System

Underpinning the development of the original Q-sort deck of items which were utilized in this study, was the action-system paradigm of Talcott Parsons. Parsons' conceptual framework was incorporated with the hope that it might offer a means for better

exploring, identifying, analyzing, and further generating hypotheses about the clusters of faculty orientations generated by the study. It was with that general purpose in mind that the four types of projected deanships were further and more theoretically explored in the following section of this chapter.

As a means of assisting the reader, the action-system model is re-depicted on the following page. As presented, the Parsonian model is composed of four functional imperatives--or primary aspects of the dean's role: (1) Latency (or Pattern Maintenance), (2) Integration, (3) Goal-Attainment, and (4) Adaptation. The two aspects concerned most directly with the structural elements of the dean's role and with its relationships to external systems and situations, are the goal-attainment and adaptation functions. The remaining two functional categories of latency and integration concern the processes and internal relationships that impinge upon and fall within the dean's functional domain as the chief administrative officer of the college.

While the four functional imperatives form the columns of the action-system model, the role dimensions define its rows. The four dimensions of the dean's role, as employed in this study, were defined as (1) the personal and/or professional properties and characteristics of the dean; (2) the specific duties and responsibilities of the dean; (3) the views and perspective of the dean relative to external objects; and (4) the overall service rendered or value-added by the dean to the college.

	Pattern Maintenance (Latency) (L)	Integration (I)	Attainment (G)	Adaptation (A)	
Characteristics					Instrumental
Responsibilities and Functions					Consummatory
View of External Objects					Instrumental
Overall Effect					Consummatory
	Internal (Operational)			External (Structural)	

As can be seen, the role dimensions concerned with the properties and views of the dean deal primarily with the individualized characteristics of the particular occupant of the deanship, while the dimensions preoccupied with describing the particular role responsibilities and the overall service provided to the college by the dean deal primarily with the institutional norms and expectations ascribed to the position. In effect, these normative dimensions describe more directly the nature of the task related to the deanship, while the former dimensions define the nature of the individual occupying the deanship. Both, however, serve to describe the institutionalized characteristics and expectations of the particular organized social system in which the role of the dean exists--the college.

From this model, therefore, sixteen possible classificatory cells act to further identify and define the four particular types of orientations, as represented by the item arrays of the study's four generated clusters of faculty respondents.

Type I: The Integrative Dean

Due to the fact that the aspects of the dean's role which were viewed as significantly important by type one faculty members clustered heavily in the two functional columns of integration and adaptation, the term "integrative" was chosen as a descriptive title for type one deans. As Table 10 shows, eight of the eleven most important items for type one fell within these two categories (four in the integrative quadrant and four in the adaptive quadrant).

TABLE 10.--Type One (Integrative) Faculty Placement of Most and Least Important Items Within the Action-System Model.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties (P)	-		-		0 2
Role Functions (R)	-	+	+ -	++ +	5 2
Perspective and View (V)	-	+	- -	-	0 4
Overall Service (S)	+ -	++	+	+ -	5 2
TOTAL (+)	1	4	2	4	
(-)	4	0	4	2	

The projected type one dean also showed a decided tendency to be more concerned with the consummatory, or role and service, aspects of the deanship. As Table 10 plainly shows, all ten of the significant items fell within either of the two consummatory categories, with the top four selections being identified as service items.

The least relatively important items, as perceived by type one faculty respondents, fell within the two non-integrative categories of pattern maintenance (latency) and goal-attainment. Further, the non-consummatory role dimension concerned with the dean's view of external objects proved to be the least important dimension of the role for type one deans. Thus, a pattern of item placement as described by the action-systems model suggested that the type one faculty respondents viewed the deanship as a highly integrative position--both internally and externally.

Internally, the dean was seen as the developer of a stable, well-run and faculty-centered organization. Furthermore, the type one dean was perceived as a major force in the development of an organizational climate marked by faculty trust and confidence in the dean, open communications and accessibility to the dean, common purpose and organizational solidarity, as well as cooperative, democratic, and consensual governance processes.

Likewise, the demand to smoothly integrate external needs and requirements with those of the college was perceived as a major aspect of the integrative dean's role. This external integration function was clearly accentuated by the placement of the items

TABLE 11.--Action-System Placement of Items Ranked Significantly More or Less Important by Type One (Integrative) Faculty than by All Other Types.

	Pattern Maintenance (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties (P)	-		-	+ -	1 3
Role Functions (R)	-			+ +	2 1
Perspective and View (V)	-		-		0 2
Overall Service (S)	-	+	+ -		2 2
TOTAL (+)	0	1	1	3	
(-)	4	0	3	1	

type one faculty deemed to be of greater relative significance to the role of the dean. As such, the type one dean was therefore expected to anticipate, plan for, and adapt the college (adaptation being a form of integrating external forces and resources with the organization's own goals and needs) to meet the demands of possible, future, external constraints. He/she was further expected to do this in such a fashion that the college remained stable in its daily operation and as buffered from gross external intrusion as was possible.

Thus, the adaptive role elements of long-range planning, the insuring of facilities and resources, the forecasting and anticipating of future events, the creation of an efficient and economically oriented administration, and the development of a financially strong and adaptive college were viewed as highly important for the type one, integrative dean.

The integrative dean is concerned, basically, with creating a stable, trouble and tension-free organization, where the adaptive responsibilities of anticipating and buffering the college from external intrusions are central to his/her role. These consummatory dimensions of the dean's role are reinforced by the fact that integrative deans are not expected to exhibit strong instrumental (personal or professional) leadership abilities in their collegiate role. Thus, the integrative deanship, based on an action-system analysis, is defined as more facilitative and managerial than executive and directive in its administrative role within the college.

Type II: The Purposive Dean

The functional primacy for the purposive dean, as defined by the placement of type two items across the action-system matrix of Table 12 was that of goal-attainment. Of the eleven items denoted as relatively important to the type two dean, eight were directly identifiable as goal-attainment aspects of the dean's role. This heavy emphasis upon the goal-attainment function was similarly noted in Table 13 where five of the six items which were identified as significantly more important to type two faculty than to all other types fell within the goal-attainment quadrant. Planning, the provision of organizational structure, and leadership provided the basic functional content of these goal-attainment items. Moreover, these aspects of the dean's role were all highly task and structurally oriented, i.e., purposeful and directive.

Furthermore, the purposive dean was identified as a practical and realistic administrator, and as the items selected as least important by type two respondents indicated, the type two dean was not considered an idealistic, selfless servant of college traditions and historical missions. This non-traditional element in the purposive dean's role profile was also identified in Table 12, where it was noted that of the five items characterized as least important for type two deans, four fell within the tradition-oriented latency (or, pattern maintenance) category.

The identification of the purposive dean as heavily one-dimensional by type two faculty, in respect to the dominance and primacy of the dean's goal-attainment functions, was also documented

TABLE 12.--Type Two (Purposive) Faculty Placement of Most and Least Important Items Within the Action-System Model.

	Pattern				Total
	Maintenance (L)	Integration (I)	Attainment (G)	Adaptation (A)	(+) (-)
Properties (P)	-		+++	-	3 2
Role Functions (R)	+ -	-	++	+	4 2
Perspective and View (V)	-		+ -		1 2
Overall Service (S)	-	+	++ -	-	3 3
TOTAL (+)	1	1	8	1	
(-)	4	1	2	2	

TABLE 13.--Action-System Placement of Items Ranked Significantly More or Less Important by Type Two (Purposive) Faculty than by All Other Types.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties (P)	+		++		3 0
Role Functions (R)			++	-	2 1
Perspective and View (V)		-	+		1 1
Overall Service (S)	-		-	-	0 3
TOTAL (+)	1	0	5	0	
(-)	1	1	1	2	

by the fairly equal distribution of items in all role dimension categories. As such, three "property" items, two "role" items, and three "service" items were considered significantly important by the type two respondents. The exception was the role dimension element of "view" which captured only one item.

The purposive dean's role was not defined as a highly people or faculty-oriented role, it was not identified as a significantly economic or managerial type of role, and it was not delineated as a tradition-oriented or pattern-maintenance role. It was, however, from an action-system frame of reference, a role highly defined by its interest in practical, consummatory and goal-oriented functions.

Type III: The Adaptive-Intellectual Dean

The array of item statement ordered according to type three faculty members' perceptions of each statement's importance to the role of the collegiate dean resulted in the projection of the dean type herein referred to as adaptive-intellectual. The adaptive-intellectual dean, in the action-system terminology of Talcott Parsons, is a highly latent and externally-oriented dean. As expressed earlier, the type three dean is least concerned with the integrative aspects and mood of the college internally. He/she is, however, as the items depicting his/her significantly important characteristics point out, viewed as an intellectually respected academician. Furthermore, the particular items deemed to be most important to the role of the type three dean focus directly upon his/her strong intellectual abilities and capabilities. It is the

searching, inquiring, and adroit mind of the scholar that provides the basis for the faculty's respect of, and the exercise of leadership by, the adaptive-intellectual dean. Thus, through the dean's intellectual reputation, he/she can motivate and inspire the faculty, and actuate a commitment from them to pursue a level of academic excellence in their professional endeavors.

Specifically, the type three dean was considered an energetic intellectual leader, but not necessarily a strong administrator. Indeed, the least important aspects of the dean's role, as defined by the type three faculty, were those which related to the dean as a strong, college-identifying controller and director of the collegiate organization and its objectives. As such, the four least valued items were identified in Table 15 as goal-attaining in nature by the type three faculty. The remaining three least important items, likewise, expressed and emphasized a degree of administrative and/or college control by the dean.

Hence, type three respondents identified four of the most important aspects of the dean's role as latent. This ordering exemplified the faculty's positive orientation toward a dean with a broad intellectual perspective and dedication to the ideal of academic excellence. The external and leadership oriented elements of the type three dean were firmly identified by the placement of four items in the goal-attainment and adaptive categories. This external facet of the dean's role was even more clearly delineated when Table 15 was consulted. In Table 15, six of the ten most positively significant role elements--as differentiated from all

TABLE 14.--Type Three (Adaptive-Intellectual) Placement of Most and Least Important Items Within the Action-System Model.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties (P)	+		+	+	3 2
	-		-		
Role Functions (R)		+	-	-	1 2
Perspective and View (V)	+		-		1 3
	-		-		
Overall Service (S)	+	+	+	+	4 0
TOTAL (+)	4	1	2	2	
(-)	2	0	4	1	

TABLE 15.--Action-System Placement of Items Ranked Significantly More and Less Important by Type Three (Adaptive-Intellectual) Faculty Than by All Other Types.

		Pattern Maintenance (Latency) (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties	(P)	+		+	+	3 1
Role Functions	(R)			-	-	0 2
Perspective and View	(V)	+		--	+	2 2
Overall Service	(S)	++	--	+	++	5 2
TOTAL	(+)	4	0	2	4	
	(-)	1	2	3	1	

other types--were located within the two external categories of goal-attainment and adaptation.

It is also noteworthy that type three faculty displayed a decided interest in both the personal and professional characteristics of the dean's role, and the overall value added or service rendered by the dean to the college. The least important aspects of the role appeared in the instrumental category concerning the dean's view of external objects.

The adaptive-intellectual dean, as identified by type-three faculty members, was significantly latent. As such, the elements of personal integrity, faculty respect, and intellectual ability were all emphasized as important aspects of the dean's role. Conjointly, the adaptive-intelligent dean was also perceived by type three respondents as possessing the vision and perspective needed to orient the college externally toward the world of ideas, information, and knowledge.

The patterns maintained by type three deans were those concerned with professional and academic excellence. The leadership adaptive-intellectual deans were perceived as supplying the college with a leadership based on knowledge, expertise, and the resulting respect accorded them by their peers and faculty.

Type IV: The Internal Dean

From an action-system perspective, the type four dean, as portrayed in Table 16, ranked high in both the latent and integrative functional categories, with all nine of the type's most important

items falling in either of these two quadrants. When the latent qualities attributed to type four deans of moral leadership, personal integrity, dedication and commitment to academic excellence and the college were conjugated with the integrative interest of type four deans in the development of a positive, open organizational atmosphere in which the faculty were viewed as a community of highly prized and respected educators, the result was a very internally-oriented deanship.

Thus, the type four, internal dean was concerned with creating and maintaining a democratic, respectful, and trusting relationship with the faculty. This, in effect, was his/her major focus and responsibility--so much so that all aspects of the role dimensions were almost equally infused with these internal functions.

This internal orientation was strengthened when the least important aspects of the type four deanship were examined. As shown in Table 16, six of the lowest ranked items fell within the externally-oriented and structured domains of the goal-attainment and adaptive quadrants. This pattern was even more accentuated when the aspects of type four deans were compared for significant differences with all other types of orientations. In Table 17, the six significantly less important items affiliated with type four deans all appeared in the two external and structural categories of goal-attainment and adaptation.

When Table 17 was consulted, it was also seen that internal deans were viewed as relatively more involved with the instrumental facets of their role. Table 17 revealed eight of the ten items

TABLE 16.--Type Four (Internal) Faculty Placement of Most and Least Important Items Within the Action-System Model.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties (P)	+			-	1 1
Role Functions (R)	+	+ -	-	--	2 4
Perspective and View (V)	+ -	+ +	-	-	3 3
Overall Service (S)	+ + -	+			3 1
TOTAL (+)	5	4	0	0	
(-)	2	1	2	4	

TABLE 17.--Action-System Placement of Items Ranked Significantly More and Less Important by Type Four (Internal) Faculty Than by All Other Types.

	Pattern Maintenance (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total (+) (-)
Properties (P)	++			-	2 1
Role Functions (R)	+		-	--	1 3
Perspective and View (V)	+	+++	+	+ -	6 1
Overall Service (S)				-	0 1
TOTAL (+)	4	3	1	1	
(-)	0	0	1	5	

clustered either in the "view" or "properties" sectors. This pattern of role-dimension clustering was further supported by the fact that four of the six least important items--as compared to all other types--fell within the consummatory classifications of "role" and "service."

Generally, the internal dean was expected to be more concerned with stabilizing relations within the college, than with the performance-based and task-oriented dimensions of administering and managing an organizational unit. Further, the internal dean was depicted as a respected facilitator, not an economically minded or powerful leader. Thus, the internal dean was expected to be a tradition and person-oriented leader, not a dominating administrator or economically efficient manager of the college.

Consensus Items

When combined and averaged, the items upon which the z-scores for the four ideal types were 1.0 or less in variation were defined as consensus items in this study. Table 18 presents the items most closely agreed upon by the four types of faculty and the average z-scores for each consensus item.

Thirteen of the fifty-six items employed in the study were identified as consensual in nature. The four orientational clusters of faculty agreed that the dean should be an integrative force within the college. According to this heavily integrative agreement by all four types of faculty, the dean should be (1) a good judge of character; (2) a good interpersonal communicator who is tactful,

TABLE 18.--Consensus Items and Average Z-Scores.

Item No.	Item Description	Average Z
29.	The dean should assist in producing an organizational sense of accomplishment and professional achievement within the college. (G-S)	.638
47.	The dean should maintain the integrity of the college when faced with issues and problems needing resolution. (L-R)	.565
31.	The dean should carefully weigh and consider a situation or problem before reacting to it. (L-V)	.507
8.	The dean should be able to integrate the individual needs and interests of the faculty with the overall goals of the college. (I-R)	.367
4.	The dean should recognize faculty for their dedication and commitment to the college (L-R)	.151
5.	The dean should be a good interpersonal communicator, who is easy to talk with, friendly, and considerate in his/her relations with others. (I-P)	.148
28.	The dean should be a good judge of character, who is knowledgeable and sensitive to human behavior. (I-P)	.141
12.	The dean should be persuasive in his/her argumentation, yet tactful and diplomatic in his/her interactions with others. (I-P)	-.021
6.	The dean should have the authority to organize the college to allow for its greatest effectiveness. (G-R)	-.198
44.	The dean should act as a compromising and mediating agent in conflicts involving groups within the college. (I-R)	-.331
40.	The dean should help to create a college recognized as a cohesive and harmonious organization. (I-S)	-.367
38.	The dean should focus the college's efforts on the preparation of future educational leaders. (G-S)	-.498
25.	The dean should be available to, and meet with students on a regular basis. (I-R)	-1.045

diplomatic, and considerate in his/her interactions with others; (3) able to integrate the personal and professional needs and interests of the faculty with the goals of the college; (4) a compromising and mediating agent within the college; and (5) capable of providing the college with a reputation for being a cohesive and harmonious organizational unit.

The majority of items represented in Table 19 are internal in nature when perceived from a Parsonian, action-system, frame of reference. Ten of the thirteen items defined as consensual are categorized either as integrative or latent (pattern maintenance). Moreover, these ten items are also non-structural, or operational and process oriented in their content and thrust. Nine of the thirteen consensus items were classified along the role-dimension axis of the Parsonian model as being consummatory in nature, with six of the items identifying role functions and responsibilities and the remaining three items defining overall services performed by the dean for the college.

It is noteworthy that no consensus items were identified as adaptive in nature, and only one was defined as being concerned with the dean's view of external objects.

Finally, the responsibility of the dean to meet and interact with students on a regular basis was uniformly ranked by the four types of faculty as of less relative importance to the ideal role of the dean within a college of education.

TABLE 19.--Action-System Placement of Consensus Items.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal Attainment (G)	Adaptation (A)	Total
Properties (P)		XXX			3
Role Functions (R)	XX	XXX	X		6
Perspective and View (V)	X				1
Overall Service (S)		X	XX		3
TOTAL	3	7	3	0	

Characteristics of Participants

Introduction

As a means of more accurately describing and comparing the particular faculty respondents involved in this study, selected organizational and personal characteristics of the faculty participants were collected and analyzed. These selected characteristics were then correlated with the four faculty orientational types in an effort to explore further their degree of relationship. The actual degree of relationship between the selected characteristics and faculty types, as reported by Cramer's phi-prime statistic, was found to be minimal in almost all cases.

In the following section, each of the selected characteristics is used to describe and analyze the faculty respondents, and the results of the correlation of the selected characteristics with the faculty types is given.

Intra-College Unit Affiliation

Thirty-six faculty members of a mid-western college of education participated in this study. The number of participating faculty from each of the five collegiate departments and one research unit is presented in Table 20. Table 20, further, identifies the orientational types as they were established by this study on the basis of their intra-college unit affiliations.

The primary unit affiliations of type one respondents were to the Department of Elementary and Special Education and the Department of Secondary Education and Curriculum. Type two, as representative of the purposive dean, was composed basically of

TABLE 20.--Intra-College Unit Affiliation of Participants by Type.

Type	Number	Educational Administration and Higher Education	Counseling, Personnel Services & Educational Psychology	Elementary & Special Education	Secondary Education & Curriculum	Student Teaching	Research Institute
1	7	0	1	3	3	0	0
2	9	2	2	0	1	3	3
3	9	0	0	3	2	1	3
4	11	2	4	1	3	1	0
	—	—	—	—	—	—	—
TOTAL	36	4	5	7	9	5	6

faculty members from the college's research institute, the Department of Student Teaching, and the Department of Educational Administration and Higher Education. The adaptive-intellectual orientation toward the role of the dean, type three, was made up primarily of members from the Department of Elementary and Special Education, the college research unit, and the Department of Secondary Education and Curriculum. The internal dean orientation of type four respondents was composed of faculty from all units except the research institute.

When broken down by intra-college unit, this data, as presented in Table 20, revealed the following: (1) All of the faculty affiliated with the Department of Educational Administration and Higher Education had either purposive or internal orientations toward the role of the dean. (2) Four of the five faculty members affiliated with the Department of Counseling, Personnel Services, and Educational Psychology fell within the orientational domain of the internal dean. (3) Six of the seven Elementary and Special Education affiliated faculty registered as either integrative or adaptive-intellectual in their orientations toward the ideal role of the dean. (4) Of the nine Secondary Education and Curriculum faculty participants in the study, six fell within the integrative and internal orientational sectors of Table 20. (5) Three of the five faculty affiliated with the Department of Student Teaching had purposive orientations toward the dean's role. (6) Of the faculty affiliated with the college's major research

institute, all registered as either purposive or adaptive-intellectual in their orientational patterns toward the role of the collegiate dean.

The phi-prime (or Cramer's V) coefficient for this data was .49 and indicated a moderate degree of relationship between the intra-college unit affiliation of the participants and the type of orientational pattern they held toward the role of the dean, as identified by this study.

Age of Participants

Table 21 presents the age distribution of the faculty associated with each of the four types of orientational patterns identified by this study. The majority of type one and type four faculty were fifty years of age or older. Six of the eleven faculty identified as internal in their orientation toward the role of the dean were between the ages of fifty and fifty-nine. The majority of the purposive (type two) and adaptive-intellectual (type three) oriented faculty were less than fifty years of age.

The phi-prime coefficient tabulated for the data was .33 and indicated a slight degree of relationship between the variables of age and typical orientation pattern.

Sex of Participants

Table 22 depicts the sex of the four orientational types defined by this study. The greatest number of males were associated with purposive (type two) and internal (type four) orientations. The largest number of females were associated with adaptive-intellectual

TABLE 21.--Age of Participants by Type.

Type	Number	30-39 Years Old	40-49 Years Old	50-59 Years Old	60-69 Years Old	70-79 Years Old
1	7	1	2	3	1	0
2	9	3	2	3	1	0
3	9	4	2	1	2	0
4	11	1	1	6	1	2
	—	—	—	—	—	—
TOTAL	36	9	7	13	5	2

TABLE 22.--Sex of Participants by Type.

Type	Number	Male	Female
1	7	6	1
2	9	9	0
3	9	7	2
4	<u>11</u>	<u>9</u>	<u>2</u>
TOTAL	36	31	5

(type three) and internal (type four) orientational patterns. The phi-prime coefficient of .24 was obtained for this data and represented a low degree of relationship between the sex of the faculty member and his/her orientational preference concerning the ideal role of the dean.

Professional Rank of Participants

The professional rank of the faculty participants was compared with their orientational pattern toward the role of the collegiate dean and reported in Table 23. Over sixty percent, or twenty-two faculty members, were classified as full professors. Of these full professors, nearly equal numbers of them fell into all four typal categories: five were identified as integrative, five as purposive, five as adaptive-intellectual, and seven as internal. Three of the seven associate professors participating in the study were identified as purposively oriented (type two) toward the dean's

TABLE 23.--Professional Rank of Participants by Type.

Type	Number	Professor	Associate Professor	Assistant Professor
1	7	5	1	1
2	9	5	3	1
3	9	5	1	3
4	<u>11</u>	<u>7</u>	<u>2</u>	<u>2</u>
TOTAL	36	22	7	7

role, and three of the seven faculty designated as assistant professors were identified as type three (adaptive-intellectual) respondents.

Cramer's phi-prime coefficient of .19 suggested a weak or negligible degree of relationship between the variables of professional rank and typal orientational patterns of the faculty.

Highest Degree Held by Participants

The highest educational degree held by the participating faculty members was compared to their type of orientation toward the role of the dean. The results of that comparison are presented in Table 24. Twenty-seven respondents held Ph.D. degrees and nine possessed degrees other than a Ph.D. While only a slight relationship was identified between orientational type and highest degree held (the phi-prime coefficient reported a relationship of .22)

TABLE 24.--Highest Degree of Participants by Type.

Type	Number	Ph.D.	Other
1	7	5	2
2	9	8	1
3	9	7	2
4	<u>11</u>	<u>7</u>	<u>4</u>
TOTAL	36	27	9

four of the nine faculty who held degrees other than Ph.D.'s were classified as internal or type four respondents.

Date of Receipt of Highest Degree

Table 25 presents the results of a comparison between the date of receipt of the faculty member's highest degree and their orientational pattern concerning the dean's role. The phi-prime coefficient of .30 for the data in Table 25 expresses only a slight relationship between the two variables.

Most faculty participants are shown to have received their highest degrees during the 1960s. Two of the three faculty members who received their degrees in the 1940s had type three (adaptive-intellectual) orientations toward the dean's role. Four of the seven faculty who obtained final degrees in the 1950s fell within the type four (internal) orientational grouping. Seven of the ten recipients of terminal degrees earned in the 1970s were reported

TABLE 25.--Date of Highest Degree Received by Type.

Type	Number	1940-1949	1950-1959	1960-1969	1970-1979
1	7	0	2	4	1
2	9	0	1	4	4
3	9	2	0	4	3
4	<u>11</u>	<u>1</u>	<u>4</u>	<u>4</u>	<u>2</u>
TOTAL	36	3	7	16	10

as either adaptive-intellectual or purposive in their orientations toward the ideal role of the dean.

Of the nine faculty identified as type-two in orientation, eight received their highest degree either during the 1960s or 1970s. Seven of the nine type three (adaptive intellectual) faculty also had received their highest degree after 1959. Correspondingly, six of the seven type one (integrative) and eight of the eleven type four (internal) faculty participants received their last degree in either the 1950s or 1960s.

Years Associated with the College

Table 26 presents data concerning the comparison of faculty orientational patterns toward the role of the collegiate dean and the number of years faculty have been associated with the college of education. Of the nine faculty associated with the college for five years or less, five were classified as adaptive-intellectual (type

TABLE 26.--Years Associated with College by Type.

Type	Number	1 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	21 or more years
1	7	0	2	2	1	2
2	9	2	1	5	0	1
3	9	5	0	2	2	0
4	11	2	0	1	4	4
	—	—	—	—	—	—
TOTAL	36	9	3	10	7	7

three) in their orientations toward the deanship. Five of the ten faculty who had been members of the college of education for eleven to fifteen years fell within the purposive (type two) sector of Table 26. Four of the seven faculty who had been affiliated with the college for sixteen to twenty years were categorized as internal (type four) respondents. Moreover, of the seven faculty members who had been employed by the college for over twenty years, four viewed the dean's role from an internal (type four) perspective.

It is of additional interest to note that the majority of the faculty having internal orientations toward the deanship had been at the college for more than fifteen years; whereas of the purposive and adaptive-intellectual faculty member respondents, a clear majority of both types were identified in Table 26 as having been associated with the college for fifteen years or less.

With a phi-prime coefficient of .45, the degree of relationship between faculty orientational type and length of association with the college was considered as moderate.

Academic Level of Association

Table 27 presents the level of academic association of the faculty. As such, the variable of academic association is categorized as either graduate or undergraduate in nature. Thirty-two faculty participants identified themselves as involved primarily with graduate level affairs and activities, while only four faculty defined their chief academic activities and involvements as primarily undergraduate in nature. A phi-prime coefficient of .22 was

TABLE 27.--Academic Level of Association by Type.

Type	Number	Graduate	Undergraduate
1	7	6	1
2	9	8	1
3	9	9	0
4	<u>11</u>	<u>9</u>	<u>2</u>
TOTAL	36	32	4

generated for the data in Table 27 and indicated a low degree of relationship existed between the variables of faculty orientation toward the role of the dean and level of academic association of the faculty.

Tenure Status of Participants

The comparison of the four faculty orientational types as produced by this study and the tenure status of college faculty is presented in Table 28. In Table 28 tenure status is bifurcated into the dichotomous categories of fully-tenured and non-tenured. Both tenured and non-tenured categories were represented by faculty members from all four typal groupings. However, the greatest number of non-tenured faculty members and the smallest number of fully tenured faculty appeared in the type three (adaptive-intellectual) sectors of their respective categories.

TABLE 28.--Tenure Status of Participants by Type.

Type	Number	Tenured	Non-Tenured
1	7	6	1
2	9	7	2
3	9	5	4
4	<u>11</u>	<u>9</u>	<u>2</u>
TOTAL	36	27	9

With a phi-prime coefficient of .27 reported for the data presented in Table 28, the degree of relationship between the two variables was considered to be slight.

Importance of the Instructional Mission

The three major collegiate missions of instruction, service and research were employed as faculty orientational variables. Hence, each faculty participant was asked to rank order the three collegiate missions according to the importance they attributed to each of the academic areas. Tables 29, 30 and 31 present the obtained results of these rankings and their breakdown according to the four faculty orientations toward the role of the dean, as identified in this study.

Table 29 depicts faculty orientations toward the role of the dean compared to the faculty ranking of the importance of the college's instructional mission. As shown in Table 29, the faculty

TABLE 29.--Ranking of Instruction Mission by Type.

Type	Number	Most Important	Second Most Important	Least Important
1	7	7	0	0
2	9	6	2	1
3	9	5	3	1
4	<u>11</u>	<u>8</u>	<u>3</u>	<u>0</u>
TOTAL	36	26	0	2

members ranked instruction as the most important, second most important, or least important of the college's major academic missions.

As seen in Table 29, all orientational types of faculty felt that instruction was the most important collegiate mission; however, the type four (internal) and the type one (integrative) faculty orientational types possessed the greatest number of respondents who identified instruction as the most important college mission. Type one faculty, in fact, did not rank instruction in either of the other two categories of "least important" or "second most important." Further, only faculty having type two (purposive) and type three (adaptive-intellectual) orientations toward the role of the dean listed the instructional mission as least important of the three defined missions.

A phi-prime coefficient of .27 was generated for the data presented in Table 29. At this level, the variables of orientational type and instructional importance were shown to have only a slight degree of relationship.

Importance of the Service Mission

Table 30 compares the faculty's orientation toward the role of the dean with the importance attributed by the faculty to the college's service activities and overall mission. No orientational type ranked service as the most important of the three, identified, collegiate missions. However, seven of the nine type three (adaptive-intellectual) faculty did rank service as the least important mission of the college. The phi-prime coefficient of .27 indicated that from the data presented in Table 30, there was a low or marginal degree of relationship between the faculty orientation toward the ideal role of the dean and the faculty ranking of the college's service mission relative to the missions of instruction and research.

Importance of the Research Mission

Table 31 shows the ranking of the college's research mission by the faculty in relationship to faculty orientations toward the ideal role of the dean. A phi-prime coefficient of .32 was obtained, indicating a low degree of relationship between these two variables.

Nonetheless, it is noteworthy that none of the faculty identified as integrative (type one) in their orientation toward the deanship ranked research activities as the most important mission of

TABLE 30.--Ranking of Service Mission by Type.

Type	Number	Most Important	Second Most Important	Least Important
1	7	0	4	3
2	9	0	5	4
3	9	0	2	7
4	<u>11</u>	<u>1</u>	<u>5</u>	<u>5</u>
TOTAL	36	1	16	19

TABLE 31.--Ranking of Research Mission by Type.

Type	Number	Most Important	Second Most Important	Least Important
1	7	0	3	4
2	9	3	2	4
3	9	4	4	1
4	<u>11</u>	<u>2</u>	<u>3</u>	<u>6</u>
TOTAL	36	9	12	15

the college; whereas, eight of the nine faculty identified as adaptive-intellectual (type three) in orientation ranked research as the mission either most important or second most important to the college of education. Further, four of the seven type-one

(integrative) faculty responded and six of the eleven type four (internal) oriented faculty members ranked research as the least important mission of the college.

Summary

Thirty-six faculty members of a college of education sorted fifty-six item-statements concerning the ideal role of the collegiate dean into arrays ordered from most important to least important. From these thirty-six separate item arrays four ideal types of faculty orientations toward the role of the dean were distinguished. These four types of orientations toward the dean's ideal role, in effect, created four corresponding types of projected deanships. These four ideal deanships were entitled (1) integrative, (2) purposive, (3) adaptive-intellectual, and (4) internal. The four types of projected roles of the dean were analyzed according to the particular arrangement and ranking of the items as ordered in each typal array. Furthermore, the four types of deanships were analyzed according to the action-system model of Talcott Parsons, and, finally, the four types were correlated with twelve personal and professional characteristics associated with and descriptive of the participating faculty members.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

Since its inception in 1870 the college deanship has undergone several significant changes. Today the collegiate deanship has become increasingly ill-defined and correspondingly role-conflictive in nature. Furthermore, collegiate deans, such as those within colleges of education, have found themselves "men in the middle" confronted by contracting and economically beset institutions.

It was the primary purpose of this study to examine the role of the dean of a college of education as perceived by the faculty within the college, and to bring to that examination a theoretical frame of reference capable of offering a systematic and organized view of the elements of the collegiate dean's role. As such, this study has (1) addressed a research need as recognized within the literature associated with the collegiate deanship; (2) applied Talcott Parsons' action-system theory in defining, comparing, and analyzing the perceived aspects of an administrative role within an educational organization; and (3) provided the selected college's administrators and faculty with foundational data concerning the various orientations and perspectives of the faculty toward the role of the collegiate dean during a period of organizational contraction and accelerated change.

Research Procedures

Q-methodology was employed in this study as a means of generating distinctive patterns of faculty orientations toward the role of the collegiate dean. Thus, established Q-techniques and associated Q-analysis programs dictated the research procedures and analysis used in this study. Those procedural steps, as adapted to the specific nature of this study, were employed as follows:

1. A card deck of fifty-six item-statements was generated from the literature concerning the dean's role and categorized according to Talcott Parsons' action-system model. Thus, each of the fifty-six cards represented an aspect of the dean's ideal role.

2. Thirty-six faculty members were selected from a college of education and asked to rank-order the cards across a continuum ranging from most important to least important. This continuum was represented by eleven stacks; therefore, the most important aspects, as perceived by each faculty participant, were placed in stack "A", the next most important in stack "B", etc., until the least important items were placed in stack "K", the eleventh and final stack.

3. The rank-orderings of the thirty-six faculty respondents were then compiled and submitted to a special Q-analysis computer program which factor analyzed the thirty-six arrays of item rankings. The results of this factor analysis was four factor-types or similar clusters of item rankings, wherein each faculty respondent was associated with one of the four orientational types. Further, an item profile for each of the four faculty types was generated by the

Q-analysis program and z-scores were computed for each of the items within the four factors' item-profiles. Finally, each of the four types were compared to the remaining three types by determining items held to be a 1.0 z-score above or below the average z-score for those items across all other types. Thus, significant items within each type's array or profile were listed and items distinctive to particular orientational types were identified.

4. Descriptive data concerning selected personal and professional characteristics of the faculty participants was collected via publically available information and records, and a post-sort questionnaire. This data was then correlated, using Cramer's phi-prime statistic, to determine if any relationship existed between faculty types and specific selected characteristics.

Summary of Findings

Faculty Orientational Patterns

The thirty-six faculty involved in the study were assigned to one of four types of orientations toward the ideal role of the college dean. These orientations, in effect, described and defined four distinct and separate types of deanships. The four descriptive titles given to these projected types of ideal deans were: (1) the integrative dean, (2) the purposive dean, (3) the adaptive-intellectual dean, and (4) the internal dean.

The faculty orientation which resulted in the projection of an integrative type dean emphasized the dean's efficient coordination and handling of the internal aspects and processes of the college as

well as the smooth integration of external demands with the goals and established processes of the college. The integrative dean was not perceived as a strong leader or executive figure within the college, but rather as a manager and stabilizer of the college's operations and procedures.

The faculty orientations which served to describe and define the purposive dean focused upon a strong, directive, and goal-oriented leader. His chief functions revolved around providing structure, order and purpose to the college. The establishment and subsequent attainment of college goals and objectives were seen almost solely as the domain of the purposive dean.

The adaptive-intellectual dean was perceived as a respected scholar and intellectual leader. Correspondingly, the adaptive-intellectual dean was not viewed as a managerially oriented administrator, but rather as a nationally known and respected educator who possessed a broad philosophical and historical perspective of the issues and forces confronting education. Furthermore, the adaptive-intellectual dean was seen neither as a task oriented nor a faculty oriented leader; leadership here emanated from faculty respect for the dean's reputation as a scholar.

The fourth type, the internal dean, was perceived as dedicated and committed to the college and its faculty. The internal dean was the most faculty oriented of all four types of deans and was depicted as the most concerned with relationships within the college. As such, the creation of a positive organizational climate and sense of community among the faculty was seen as central to the role of the dean by type four faculty respondents.

Selected Characteristics

As a means of more accurately describing and comparing the particular faculty respondents involved in this study, selected organizational and personal characteristics of the faculty participants were collected and analyzed. Using Cramer's phi-prime statistic, these selected characteristics were correlated with four faculty orientational types in an effort to explore further their degree of relationship.

Table 32 presents the degree of relationship between the twelve personal and organizational characteristics and the four faculty orientations toward the ideal role of the collegiate dean. The intra-college unit affiliation and the years of association with the college of the faculty were moderately correlated with the orientational perspective of the faculty relative to the ideal role of the dean. The tenure status of faculty members, their rating of the importance of the college's instructional and service missions, their sex, the highest degree held by them, their self-identified level (graduate or undergraduate), and their professional ranking within the college were all relatively uncorrelated with their orientation to the dean's ideal role.

Conclusions

Because of the nature of this exploratory study and the methodology it employed, the following conclusions may be limited in their applicability to other colleges and faculty groups beyond the scope of those examined and analyzed in this research.

TABLE 32.--Relationships Between Faculty Orientations Toward the Ideal Role of the Collegiate Dean and Selected Characteristics of Faculty Members.

Selected Characteristics	Phi-Prime
Intra-College Unit Affiliation	.49
Years Associated with the College	.45
Age	.33
Importance of the College's Research Mission	.32
Date of Receipt of Highest Degree	.30
Tenure Status	.27
Importance of the College's Instructional Mission	.27
Importance of the College's Service Mission	.27
Sex	.24
Highest Degree Received	.22
Academic Level of Association	.22
Professional Rank	.20

The conclusions drawn from the study's findings were defined and delimited by three exploratory questions. The conclusions as stated below are ordered in response to those fundamental questions.

1. What are the major elements of the dean's role, upon which faculty members base their orientation toward the college deanship?

The study concluded, in response to this first exploratory question, that there were four basic orientational patterns or types

of faculty orientations relative to the ideal role of the collegiate dean. Because these orientational patterns were based upon the rank-ordering, according to importance, of fifty-six item-statements, each faculty orientational type generated its own set of major, or most important elements of the dean's role. Thus, this study found that there was not a singular or homogeneously held orientation toward the dean's role by all college faculty members, but rather, that there were four unique sets of orientations which encompassed four correspondingly distinct listings of the major aspects of the dean's role. Those four faculty orientational patterns generated four ideal types of deanships, referred to as: (1) the integrative dean, (2) the purposive dean, (3) the adaptive-intellectual dean, and (4) the internal dean.

The faculty associated with the integrative type of ideal dean felt that the major aspects of the dean's role focused upon the dean's ability to manage the integrative and day-to-day operations of the college. The faculty who held a purposive perspective of the deanship felt that the dean's role should be marked by an ability to define and attain the goals of the college. The faculty who perceived the dean as an adaptive-intellectual dean stressed the importance of a dean fitted with an expansive intellectual ability, perspective, and reputation within the field of education. The fourth faculty orientational pattern toward the ideal role of the dean expressed a strong concern for the dean's ability to create a faculty-centered, open, and positive organizational climate within the college.

2. What are the differences in orientational patterns toward the role of the dean, as exhibited by the different groupings of faculty within the college?

The four different groupings of faculty differed significantly. The specific differences that disjoined each type from all others were computed by comparing each type's z-score with the average z-score across all other types for each of the fifty-six items. A complete listing of the items held to be significantly different by each type from all other types is presented in detail in Chapter IV.

Type one orientations, those which projected the integrative dean as the ideal type of dean, were distinguished from all other types by their strong emphasis on the creation of a competently and efficiently administered organizational unit. Thus, the integrative type of faculty orientation stressed strong managerial and financial skills as central to the role of the dean. Additionally, the integrative orientation was distinctive from all other types in the lack of importance it ascribed to the dean's ability to provide the college with strong and scholarly leadership.

From an analysis of the findings it seems that the integrative dean is perceived as being more concerned with the "means" rather than the "ends" of administration. Thus, the dean's role corresponds to, and is perceived as being much like, that of a business-manager. As such, the integrative dean secures and provides resources and information for the college but has little or no authority in the dispersal and usage of these resources. The role of the integrative

dean is almost solely based upon its coordinative activities, and not its discretionary powers.

The purposive deanship was distinguished by its ability to provide organizational order, and to effectively handle the college's problems and planning needs. In effect, purposive deans were highly "ends" and goal oriented rather than "means" and process oriented in their approach to their role. The purposive dean was reminiscent in style and attribute of the well-ordered and goal oriented type of leader often associated with the military, or with the commonly referred to "turn-around" executives of private industry.

The adaptive-intellectual dean was distinctive from other deans by the ability to scholastically motivate the faculty and orient the college's interests and overall perspective toward external issues and forces. Furthermore, the adaptive-intellectual dean was distinct from all other deans in regard to scholarly abilities and broad intellectual perspective. However, the adaptive-intellectual deanship was unique in its lack of concern for the operational and structural aspects of the college's administration. The adaptive-intellectual was an externally oriented, i.e., cosmopolitan scholar whose record and reputation for academic achievement and excellence acted to elevate him/her to the role of an academic leader within the college and to motivate and challenge the college's faculty members to pursue higher levels of academic excellence. In this regard, the adaptive-intellectual dean was a highly traditional dean who epitomized the best of the scholarly world of academe.

The internal orientation toward the role of the dean was unique in the importance it attributed to the role elements concerned with internal stability and relationships involving the faculty. As such, the internal dean was perceived as a faculty-oriented administrator who was relatively unconcerned with external, adaptive, and economic aspects of the office. Hence, the internal dean was a much more affectively, rather than structural or cognitively, oriented leader, who presented a more psychologically supportive and counselor oriented approach to the role of the dean than did any of the other three types of ideal deans.

3. What is the relationship between the selected characteristics of the faculty and their orientational patterns toward the role of the dean?

As seen in Table 32 there was little relationship between any of the selected organizational and personal characteristics of the faculty and the four faculty-identified types of dean's roles. The faculty characteristics receiving a modest degree of relationship with the orientational types, using Cramer's phi-prime, were those of intra-college unit affiliation and years associated with the college.

It was, however, of some interest to note that the intra-college units presented some indication of a pattern in relation to the various orientational types. Specifically, the Department of Educational Administration and Higher Education was evenly split between purposive and internal dean orientations; a majority of respondents from the Department of Counseling, Personnel Services, and Educational Psychology were affiliated with the internal

orientation toward the role of the dean; Elementary and Special Education faculty members clustered primarily around the orientational patterns of the integrative and adaptive-intellectual dean-ships; a majority of Secondary Education and Curriculum faculty respondents perceived the dean's role as either integrative or internal in nature; and the Department of Student Teaching faculty clustered primarily around the type two, purposive dean orientation, while the members of the college's research institute split their perceptions equally between either the purposive or the adaptive-intellectual orientations toward the ideal role of the college dean.

Noteworthy, as well, was the fact that faculty members who had been associated with the college from one to five years were more apt to be adaptive-intellectual in their orientation toward the dean's role than any other type. Moreover, those faculty who had been members of the college from eleven to fifteen years tended to be more purposive in orientation than any other type. Finally, the faculty who had been with the college the longest were more apt to be internal in their orientation toward the role of the dean than any of the other length of association groupings.

The Overall College Orientation

The four faculty orientations toward the ideal role of the dean were individually analyzed according to the item statements designated as most and least important to the role of the dean within each type, and by the placement of those significant items within the Parsonian action-system model.

However, when these four perceptions of the dean's ideal role are amalgamated and analyzed as a whole, as they are in Tables 33, 34 and 35, the overall orientation of the specific college toward the ideal role of the dean can be depicted.

From the data displayed in Table 33, one can see that the adaptive elements of the dean's role were least recognized as significantly important by the college as a whole. Second, from Table 34 which presents the items deemed least important by all four types, it can be plainly seen that integrative items were infrequently identified as elements of little value and importance to the role of the dean. Thus, only two of the items identified as relatively unimportant to the dean's role by all four types were integrative in nature. Third, Table 35 reveals that none of the items most agreed upon by all four types (the consensus items) represented adaptive aspects of the ideal dean. Table 35 further reveals that ten of the thirteen consensus items were internally oriented--being either latent or integrative in nature. Finally, as Table 33 shows, the predominant role-dimensions of the items deemed most important by all types of faculty members were the consummatory dimensions of "overall service" and "role functions."

From these general findings the overall orientation of the college toward the role of the dean appears to be heavily integrative and internally oriented toward the processes and personal relationships that reside within the college. Moreover, the college's ideal dean is defined primarily by the services rendered to the college and the specific role functions performed in that service, rather than

TABLE 33.--Summary of Faculty Placement of Most Important Items Within the Action-System Model, by Type.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal-Attainment (G)	Adaptation (A)	Total Types	No.
Properties	3 4		222 3	3	1 2 3 4	0 3 3 1
Role Functions	2 4	1 3 4	1 22	111 2	1 2 3 4	5 4 1 2
Perspective and View	3 4 1	 1 44 11	2		1 2 3 4	1 1 1 3
Overall Service	33 44	2 4	1 22 3	1 3	1 2 3 4	5 3 4 3
TOTAL: Types	1 1 4 5	4 1 1 4	2 8 2 0	4 1 2 0		

TABLE 34.--Summary of Faculty Placement of Least Important Items Within the Action-System Model, by Type.

	Pattern Maintenance (L)	Integration (I)	Goal- Attainment (G)	Adaptation (A)	Total Types	No.
Properties (P)	1		1		1	2
	2			2	2	2
	3		3		3	2
				4	4	1
Role Functions (R)	1		1		1	2
	2	2			2	2
			3	3	3	2
		4	4	44	4	4
Perspective and View (V)	1		1	1	1	4
	2		2		2	2
	3		33		3	3
	4		4	4	4	3
Overall Service (S)	1			1	1	2
	2		2	2	2	3
					3	0
	4				4	1
TOTAL: Types	4	0	4	2	4	2
	4	1	2	2	2	2
	2	0	4	1	4	1
	2	1	2	4	2	4

TABLE 35.---Action-System Placement of Consensus Items.

	Pattern Maintenance (Latency) (L)	Integration (I)	Goal- Attainment (G)	Adaptation (A)	Total
Properties (P)		X X X			3
Role Functions (R)	X X	X X X	X		6
Perspective and View (V)	X				1
Overall Service (S)		X	X X		3
TOTAL	3	7	3	0	

by personal and intrinsic characteristics, traits, and perspectives.

Even though an amalgamated view of all four faculty orientations produced a somewhat integrative and consummatory role depiction of the ideal college dean, this study displayed the fact that there is no truly distinct, singular faculty orientation toward the dean's role. Rather, there are four significantly unique perceptions of the ideal role of the dean. This multi-dimensional orientation toward the chief administrative role within the college would seem to correspond to recent statements within the literature concerning the deanship, which identify the dean's role as conflictively viewed by the individuals and groups who relate to the dean within and without the college. Thus, this study has attempted to further identify and define the basis for those distinctive orientations and perspectives within a singular but highly prototypical college of education..

Recommendations

The findings of this study are limited to a particular college of education. The findings and conclusions of this study should be of interest and value to the administrators and faculty members associated with this particular college as well as similar professional schools and colleges. Specifically, since the findings offer significant information concerning the perceived ideal role of the dean as viewed by faculty members from all major intra-college units, this data should be of interest to individuals attempting to fill the role of the dean in these types of professional schools and colleges.

Further research using and adapting Parsons' theoretical action-system model should be considered by other researchers. Because this study represented an initial attempt to apply Parsons' model, other research is needed to fully exploit its potential and refine its usage. Thus, research concerning the identification of other roles within educational organizations, i.e., public school superintendents and principals, as well as college and university administrators above the rank of the college dean, should be attempted using Parsons' conceptual framework.

Further studies should also be attempted with the assistance of the action-system model on the role of the collegiate dean as perceived by other college personnel. Thus, the perceptions of department chairpersons, the dean's staff, and students within the college could also be compared and contrasted with those of the faculty within particular colleges of education. Moreover, studies that involve not only members of the college but those significant external groups that relate to the dean's role should be attempted as well. Such studies should assist in more accurately depicting the nature of the "man in the middle" role conflict of the collegiate dean.

Finally, further study needs to be done with the theoretical framework of the action-system model on the orientations of faculty toward the ideal role of the collegiate dean within other colleges of education, as well as within other types of colleges--especially within those which are not presently undergoing the strain of organizational contraction. Such studies, using a common theoretical frame of reference, could begin to develop a means of accurately

defining, examining, and comparing leadership needs and roles within advanced educational organizations, something the literature on the deanship has noted for too long a period of time as lacking in research on higher education administration. Moreover, such studies would not only bring a much needed theoretical understanding to the role of the collegiate deanship, but would also remove the study of the deanship from its current reliance upon, and status as, a collection of personal reflections and broad, undefined surveys.

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APPENDIX

CORRELATIONS BETWEEN ORIENTATIONAL TYPES

Type	Type			
	1	2	3	4
1	1.000	.359	.332	.448
2	.359	1.000	.366	.332
3	.332	.366	1.000	.427
4	.448	.332	.427	1.000

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • OFFICE OF THE DEAN
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April 18, 1980

Dear Faculty Member:

As part of his doctoral program, here in the College of Education, Bruce Weitzel is conducting a study of the collegiate deanship. The study is specifically concerned with identifying the variety of orientations held by the faculty, in relationship to the role of the dean, and in determining the degree of role conflict experienced within the deanship.

A Q-methodology will be employed in the study, requiring each participant to take approximately 20 minutes to complete a card-sorting procedure. This sorting procedure requires only that the participant rank-order cards (each card contains one statement concerning the role of the dean) by merely placing them in a given number of envelopes. Upon completion, summaries of the findings will be made available to all interested participants; no individual will be identified and all data will be considered confidential.

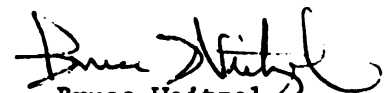
Approximately 40 faculty members from the College of Education have been randomly selected for inclusion in the study. As one of those selected, you will be personally contacted within the next few days, in order to schedule a time for your participation in this phase of the research.

We would appreciate your cooperation and assistance in this study, and hope that you will be able to participate.

Sincerely,


Keith Goldhammer
Dean
College of Education


Richard L. Featherstone
Professor
Higher Education


Bruce Weitzel
Graduate Student
Higher Education

SORTING INSTRUCTIONS

1. Arrange the eleven (11) envelopes in alphabetical order, from left to right, as follows:

A	B	C	D	E	F	G	H	I	J	K
Most Important					Moderately Important					Least Important
2	3	4	6	8	10	8	6	4	3	2
Cards	Cards	Cards	Cards	Cards	Cards	Cards	Cards	Cards	Cards	Cards

2. Read through the deck of cards, sorting them as you go, into three primary groups: (1) those statements you believe to be of the greatest importance to the role of the dean; (2) those statements you feel are of moderate importance; and (3) those statements you believe to be of the least importance to the role of the dean.
3. Starting with the pile you have selected as of the greatest importance to the role of the dean, further sort the cards, rank-ordering them from most important to least important by placing the stated number of cards into each of the eleven envelopes. You may at any time change the placement of the cards, but make sure that each envelope contains the required number of cards once you have completed the sort.

(NOTE: It may be of some help in expediting the final sorting process if, once you have worked through the cards you had initially selected as being of the greatest importance to the role of the dean, you then begin sorting through those cards selected as the least important. This will allow you to work from both extremes toward the center and complete the sort quicker.)
4. Having completed the sort, you now have placed the two (2) most important statements in envelope A, the three (3) next most important cards in envelope B, the four (4) next most important cards in envelope C, and so on, with the two (2) least important cards in envelope K.
5. Finally, check to make sure that you have the assigned number of cards in each envelope and place the envelopes together with a rubber band.

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